REPORT

ON

PUBLIC INSTRUCTION

IN

MYSORE,

FOR THE YEAR 1870–71.

BIBLIOTHECA BODLEIANA

BANGALORE:

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REVIEW BY THE CHIEF COMMISSIONER OF THE REPORT ON PUBLIC INSTRUCTION IN MYSORE FOR 1870-71.

1. The Report has been submitted by the Director, Public Instruction, Mr. J. Garrett.

2. There has been an increase of 126 Government schools during the year, with an addition to the number of pupils receiving instruction in this class of schools of 3,821.

3. The progress made in carrying out the hóbli or talook sub-divisional school scheme appears to continue to be satisfactory, and there is every ground for anticipating that, when complete, it will fulfil the objects for which it was adopted.

4. The proposals for the establishment of three new female schools referred to in para 4 should be submitted at the proper time during the current year, when they will receive due attention.

5. The completion during the current year of the system of talook vernacular schools will be an important feature in the progress of education in Mysore.

6. The total number of pupils under instruction in the Government and grant-in-aid schools is stated at 20,958, of whom 2,313 are girls; of this number, 15,223 attend the Government, and 5,735 the grant-in-aid schools respectively.

7. The total sum expended on education in the Province under the three main heads of Direction, Inspection and Instruction with all subsidiary charges is shewn to have been Rs. 3,11,187, of which Rs. 2,23,135 was contributed by the State, and Rs. 88,052 from private sources.

8. 126 candidates attended the branch examination of the Madras University at Bangalore, 98 for the Matriculation test, and 28 for the First Examination in Arts. Of these numbers, 24 passed in the former and 10 in the latter. Of the successful candidates, 8 in the F. A. examination, and all in the Matriculation test belonged to

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Mysore schools, the pupils of the Bangalore High School taking the lead in both examinations.

9. The total number of Government schools (exclusive of aided schools) established up to the close of the year was 464, with a monthly average of pupils on the rolls of 14,493, and maintained at a cost of Rs. 1,21,809, of which all, but Rs. 721, was contributed by Government. The receipts from school fees and the sale of books amounted to Rs. 25,415. Of the schools of the higher class, the High School at Bangalore continues to maintain its position as the first educational institution in the Province, and its progress is highly satisfactory. The fees levied at it have realized 25 per cent more than in the previous year, the amount being Rs. 4,114. It is subject for regret that so large a number of the students leave the school in the middle of their education. Such withdrawals, where very numerous, should be watched, and an endeavour made to ascertain if there is any special reason therefor connected with the school course or arrangements. Of 17 candidates for the University examinations from the High School, three passed the F. A., and eight the Matriculation tests respectively.

10. A student of the High School, it is observed, qualified for one of the scholarships given by the Madras Government to fifteen out of the first twenty candidates at the examinations, but not belonging to the Madras Presidency, he could not hold it.

11. The Rája's school at Mysore continues to be favorably reported on ; six of its pupils passed the University tests, two very creditably in the F. A., and four in the Marticulation examinations. The number of pupils has increased to 366, and the amount of fees Rs. 1,642 has doubled during the year. The Hindustani branch of this school had fallen into a most inefficient condition under a worn out and ignorant master, but the substitution of a more competent man in his place has already led to good results. Of the district schools, that at Hassan holds the first place, and is an useful and flourishing institution. Two of its students passed the Marticulation test successfully this year. The attendance at the Shimoga school has more than doubled, and the appointment of a new master has already given good results. The schools at Kolár and Toomkoor are making fair progress. That at Chituldroog had greatly fallen off, but a change of masters has led to improvement.

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The Chikkamagalúru school has never had a fair chance, two European masters having died. It seems to be essential that the post shall be filled by a qualified native.

12. Only five schools of the middle class now remain, and it is proposed to close one of these (at Chennapatna), the attendance being very indifferent from the unhealthiness of the place. The other four schools are favorably reported on, that at Chikka Ballápura being considered to hold the first place both as regards numbers and efficiency.

13. Of the schools of the lower class, the talook vernacular (Kanarese) schools occupy the first place. The number of these schools is now all but complete, and they offer every facility to a higher range of study in the vernacular of the country, but though reported to be steadily improving, they have not yet attained to the desired standard. Social circumstances are stated to overbear the inducements to a higher range of study as afforded by these schools, and the origin or influences of such circumstances should be carefully sought out and watched, so that if possible they may be ascertained and vanquished. The schools are, however, undoubtedly making progress, and with well selected and competent masters will yet be as successful as could be desired.

14. There are five Hindustani schools, of which that at Kolár is the best. This class of schools has been much neglected, and the mâsters generally are ignorant and unfit for their posts. Considering the large number of Mahomedans in Mysore, and that Hindustani is their vernacular language, some further effort appears to be called for to afford them the means of instruction therein. The language not being used in the courts or Government offices or proceedings, its study appears to have become obsolete except amongst the Mahomedans and some of the Government employés, but as the "*Lingua Franca*" of Hindustan it should be encouraged within reasonable limits. The difficulty is to get trained and competent masters for its instruction.

15. The number of the hóbli or village schools has reached 356 with an attendance of 10,680 pupils, and in the course of another year the full complement will have been completed. The masters of all these schools have been trained in the Normal Training School and have passed the required examination before appointment. The pro-

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gress of the schools has been in all respects satisfactory and encouraging. The duty of periodical inspection of these schools is entrusted to eight Native Sub-Deputy Inspectors, and their reports, which are borne out by the observations of the higher officers of the Department, afford evidence of their success. The selection of masters from the locality or neighbourhood of each school has had the best results. The schools generally are popular amongst all classes of the community, which is perhaps the best test of their meeting the object of their establishment. It is hoped that the full complement of this class of schools will be soon completed, but the Director's anticipation of the establishment of a Government school in every *village* in the Province can never be fulfilled. The educational cess in this Province could never provide for such an object, and the understood intention hitherto has been that it would *pro temp* aid in the heavy charge already borne by Government on this account.

16. There are only five Government female schools at present, but there is a desire amongst the people of certain localities for the establishment of others which shall receive attention. The report of all the schools of this class is favorable. Those at Chintámani and Hassān hold the first place.

17. The Normal Training Schools have continued to answer the object of their establishment, except in the Hindustani branch, for which few candidates are forthcoming. It is hoped that the difficulty on this point will be overcome, for no improvement can be looked for in this class of schools till they are properly supplied with duly trained masters.

18. The operation of the Hóbli Normal Schools continue to be satisfactory. The suggestion for the formation of a special training school for the Malnád deserves consideration, the great object being to train men of the district for employment in its schools.

19. The Engineering School has not been a success, and it is proposed to make an early change in the arrangements connected with it.

20. The education of the prisoners in jail is receiving due attention, and appears to be making encouraging progress.

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21. The total number of private institutions under Government inspection is shewn in the following table:—

No. of Institutions.	Monthly Average Number of Pupils on the Rolls.	Average Daily Attendance.	Grants-in-aid by Government.	Expenditure from all sources other than Government Grants-in-aid.	Fees.
76	5,321	4,577	34,592	87,330	31,288

The expenditure in these schools from other sources than Government grants-in-aid continues steadily to increase, as will be seen from the following statement of the amount for each of the last three years.

1868—69.	1869—70.	1870—71.
Rs. 59,822.	Rs. 73,797.	Rs. 87,330.

The reports of the progress in most of this class of schools during the past year are very satisfactory, and speak well for the care and efficiency with which they are generally conducted.

22. The private unaided schools in connection with the church of England, and the Roman Catholic and other Missions number 37, with an attendance of 2,011 pupils, the cost of maintenance being Rs. 6,666.

23. The indigenous unaided schools are entered at 1,843, with an estimated attendance of 26,119 pupils.

24. The total number of scholarships in the Government schools is 39, of which 10 appertain to the Engineering school. It has been suggested that special Matriculation scholarships be founded for the Province, and this and other questions connected with the present arrangements of the existing scholarships shall have due consideration.

25. The Director's report notices the fact that the supply of English educated students is becoming so much in excess of the demands of the public service, for such employés, that several of this class have lately been candidates for admission to the hóbli training schools. There can be no doubt that much dis-appointment on this score is already felt by many such students, and that it must, in the natural course of things con-

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tinue, or rather *increase*, until those concerned recognize the impossibility of the public service providing for all their members, and the necessity for their seeking private occupation of some sort as their future livelihood.

26. The course of instruction in English has been greatly improved and rendered more thorough and complete in the provincial schools. Those in which it was imperfectly taught, and which could not be brought up to a proper standard of efficiency, have been abolished, and the arrangements on this head are all that appear to be required for the present.

27. The Kanarese schools are also in a satisfactory footing, and well suited for the purpose for which they have been established ; but the Hindustani schools are still very backward in every way, and require the special attention of the Head of the Department.

28. The demand for books steadily increases, 36,041 books were added to the stock during the year, at a cost of Rs. 23,218. The sale proceeds of books amounted to Rs. 19,825.

29. The report furnishes a list of school books in English and Kanarese published at the Government Press, and printed at private presses, and purchased for use in the schools. The total number of copies so supplied were 75,000 and 3,720 respectively.

30. The outlay on three new school houses and the enlargement of two old ones during the year was Rs. 11,742, and the sum expended on repairs was Rs. 4,053.

31. The progress of the Department generally during the past year has, with some signal exceptions, been fairly satisfactory ; but there is doubtless much yet to be done to bring it up to the proper standard of usefulness and efficiency aimed at by the Government of India, and it will require both time and unceasing exertion on the part of the higher officers to obtain this result.

32. Without constant inspection by the several classes of Inspecting Officers, proper progress in the district schools at a distance from Head Quarters can hardly be hoped for, and this subject requires the closest attention on the part of the Director and the Inspectors of Circles.

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33. The occasional visitation of the schools by the district and chief talook officials should also be encouraged as much as possible. Some of the Deputy Superintendents are named in the report as having shewn a special interest in the extension of education, and it is hoped that all the officers of this class will set a similar example to their subordinates, and will regard it as an important part of their duty to watch the progress of the schools within their respective districts, and to further by their personal authority and influence, the efforts of the Department to extend education amongst the masses of the people.

34. The services of the Officers of the Department generally during the year under report are favorably reported by the Director, and the labors of Mr. Garrett himself in that post merit acknowledgment here.

BANGALORE,
31*st* *July* 1871.

R. J. MEADE,
Chief Commissioner of Mysore.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *dated 24th May* 1871.

From

J. GARRETT, ESQ.,
Director of Public Instruction in Mysore.

To

CAPTAIN T. CLARKE,
Secretary to the Chief Commissioner of Mysore.

SIR,

1. I have the honor to submit my Annual Report on Public Instruction in Mysore for the official year 1870—71.

2. The results of the year's operations are briefly exhibited in the following table:—

Description of School.	1869—70.		1870—71.	
	Schools.	Scholars.	Schools.	Scholars.
Government	98	5,527	109	6,042
Government Hóbli ...	239	5,837	355	9,181
Grant-in-aid	78	5,773	76	5,735
Total.....	415	17,137	540	20,958
Increase......	...	...	125	3,821

From which it will be seen that 126 new Government schools have been established, and that 3,821 more children are receiving instruction. The decrease in the number of grant-in-aid schools has been caused by the withdrawal of the grants from three schools on account of their very unsatisfactory character. Provision was made in the Budget for

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grants being given to fifteen additional schools, but the sanction of the Government of India has hitherto been withheld.

Hóbli Schools.

3. The scheme for the establishment of village schools in all the sub-divisions of talooks throughout the Province, under the designation of hóbḷi schools, has been in steady operation, and I am satisfied that education among the agricultural classes is being extended in a manner that is both consonant with the wishes of the people, and that promises to be of lasting benefit to the rising generation. In some of the schools, Brahmans preponderate, in others Lingáyets or Mahomedans, while in some nearly all the pupils are ryots. There is, however, in most cases a mixture of various castes among the pupils, which shews that the schools are generally appreciated.

Female Schools.

4. There has been no addition to the number of Government female schools, but the five mentioned last year have continued in successful operation. Applications have been received for the establishment of three others, or for grants-in-aid to parties willing to commence them on their own account. But as these were not received in time for submission to Government before the Budget allotments were made, a recent order on the subject prevents their being entertained at all. Considering how great is the innovation upon immemorial customs of extending education to female children, a great step has been gained when the inhabitants of any quarter have been brought to admit its necessity or desirableness; and every encouragement should be afforded, even to the extent of relaxing rules that in other cases it may be advantageous to enforce. In some of the village schools a few girls attend with the boys as in Coorg; in one school there are as many as eight.

Talook Schools.

5. During the year ten new talook schools have been opened, and before the close of the current year all the talooks in the Province will be provided with superior vernacular schools, according to Mr. Devereux's original scheme of education for Mysore. These schools are gradually attaining a higher standard by the introduction of a superior class of text books, some of which have been specially prepared

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for the Mysore Educational Department, and others printed at private presses, but carefully edited.

International Exhibition at Kensington, 1871.

6. In accordance with the desire expressed by the Secretary of State, and His Excellency the Viceroy, that the Educational Section of the Exhibition of 1871 should be represented as completely as possible, a series of colored drawings were prepared, representing the interiors of native schools, their rude appliances, the modes of punishment practised, &c., with other drawings and photographs to exhibit the improvement visible in the Government and Mission schools, from the elementary vernacular ones to the middle and highest class English institutions; with copies of the apparatus and text books used in the various classes of schools, specimens of writing, ciphering, vernacular maps, &c., according to the suggestions contained in the Memorandum on the subject written by the Home Secretary Mr. Arthur Howell.

Total Number under Instruction.

7. The total number attending the Government and grant-in-aid schools is 20,958; of these 18,645 are boys and 2,313 girls. Classified according to race 17,383 are Hindus; 2,088 Mahomedans and 1,487 Europeans and Eurasians. The description of schools, and the attendance at those of each grade, are shewn in the following table:—

Description of Schools.	Government.		Grant-in-aid.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Higher Class	7	1,159	5	842
Middle "	10	314	9	634
Lower ... Talook ...	80	3,799	...	...
Lower ... Hóbli ...	355	9,181	33	2,100
Female Schools ...	5	154	29	2,159
Normal Schools ...	4	142	...	...
Special Schools ...	3	474	...	...
Total......	464	15,223	76	5,735

School Books and Maps.

8. New editions of several of the vernacular school books have been printed. Mr. Rice is superintending the

publication of an edition of the Amarakósha, which will be more complete and convenient than any hitherto published in Kanarese, and will be of great utility in all the vernacular schools. A large wall map of India in Kanarese, copied from Stanford's most recent map, is now in the Engraver's hands.

9. Having thus briefly stated the results of the year's operations, I proceed to report in detail, the work of the department in the prescribed order.

I. CONTROLLING AGENCIES.

10. Mr. Rice, Inspector of the First Circle, returned from leave to Europe on the 6th June 1870, and resumed charge of his duties from Mr. Hodson, who, for upwards of two years, had officiated as Inspector of the First Circle. The latter reverted to his work in the Second Circle, and Mr. Staunton, who had been acting Inspector, returned to his post as Head Master of the Normal School. The Sub-Deputy Inspectors, of whom there are eight, have been fully occupied with the village (Hóbli) schools, whose number has now increased to 355. There is also a Hindustani Sub-Deputy Inspector for Hindustani schools throughout the Province.

II. GENERAL FINANCIAL STATISTICS.

11. The expenditure on education under the three main heads prescribed by the Supreme Government, is shewn below :—

Charges.	Expenditure during 1870—71.			
	From Imperial Funds.			From Local Funds.
Direction with its subsidiary charges ...	14,252	0	0	...
Inspection with its subsidiary charges ...	19,986	8	9	...
Instruction (including all educational expenditure not coming under the above heads).	1,88,896	11	4	88,052
Total Rs......	2,23,135	4	1	88,052

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12. An analysis of the expenditure on instruction gives the following results:—

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other Sources.	From Imperial Funds.	From other Sources.
Higher class	41,814	...	10,356	30,728
Middle	10,327	721	5,970	13,654
Lower { Talook ...	27,364	...	7,032	8,238
Lower { Hóbli ...	22,870	...	...	...
Female Schools ...	1,824	...	11,234	34,710
Normal Schools ...	11,846	...	...	...
Engineering School ...	5,043	...	...	...
Total Rs......	1,21,088	721	34,592	87,330

III. UNIVERSITY EXAMINATIONS.

13. Bangalore is the only station in the Province at which a branch examination of the Madras University was held this year. There were 126 candidates, 98 being the number for the Matriculation test, and 28 for the First Examination in Arts. The numbers were considerably less than last year, but the results were nearly in the same proportion, 24 having passed the Matriculation and 10 the F. A. test.

14. The annexed table shews the schools in Mysore from which the successful candidates came.

First Arts Examination.

School.	First Class.	Second Class.	Total.
High School, Bangalore	...	3	3
Rája's School, Mysore	1	1	2
Native Educational Institution, Bangalore ..	...	2	2
London Mission Institution " ...	...	1	1

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Matriculation Examination.

School.	First Class.	Second Class.	Total.
High School, Bangalore	2	6	8
Rája's School, Mysore	1	3	4
Native Educational Institution, Bangalore ...	...	3	3
Wesleyan Mission School, Mysore	...	3	3
London Mission Institution, Bangalore	...	1	1
Hassan District School	...	2	2
St. Andrew's School, Bangalore	...	1	1
Artillery Army School, Bangalore	...	1	1
Shimoga District School	...	1	1
	3	21	24

IV. GOVERNMENT SCHOOLS.

15. The following table in the prescribed form, exhibits the statistics of all Government schools.

Description of Institutions.	Number of Institutions.	Number on the Rolls (monthly average.)	Average Daily Attendance.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.	Fees and Book sales returned to Government.
Higher Class Schools ...	7	1,055	895	41,814	...	19,265
Middle " ...	10	314	289	10,327	721	1,539
Lower { Talook ...	80	3,184	2,766	27,364	...	4,388
Lower { Hóbli (village)	355	9,181	9,181	22,870	...	...
Female Schools... ...	5	137	124	1,824	...	54
Normal Schools ...	4	148	137	11,846	...	11
Other Schools for special Education	3	474	474	5,043	...	158
	464	14,493	13,866	1,21,088	721	25,415

The total number of pupils in all the schools at the close of the official year was 20,958, being an increase of 3,821 over the number reported last year.

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A. Schools of the Higher Class.

16. This school maintains its position as the highest educational institution in the Province. The numerical strength continues nearly the same as last year, notwithstanding the great increase in the rate of schooling fee that has been made in all the classes: the highest fee is now Rs. 3, and the lowest 12 annas. The amount thus collected in the year was Rs. 4,114 against 3,148—8—0 in the previous year; an increase of nearly 25 per cent.

High School, Bangalore.

17. The report of the Principal, which will be found in the appendix, contains the names of the gentlemen who took part in the annual examination, and an analysis of the results. The University examination confirmed the conclusions which had been formed from the private examinations. Out of five candidates who went up for the F. A. test, three passed; and out of twelve Matriculation candidates eight were successful. This may be regarded as satisfactory, though it was thought there would have been a larger number of candidates for both tests. But from some cause or other many always leave the various schools during each year: in the High School upwards of 150 students left, and nearly the same number of new ones were admitted. Mr. Waters remarks that many left because they were not promoted to higher classes; but is unable to ascertain whether such boys are admitted into higher classes at other schools, or leave off studying entirely.

18. A student from the High School has this year, for the first time since the institution of the University examinations, become eligible for one of the scholarships awarded by the Madras Government annually to fifteen out of the first twenty candidates, when the results of the Matriculation Examination are published. These scholarships are tenable for four years until the time of appearing for the B. A. degree; but the Mysore student cannot hold the scholarship as he is not in the Madras Presidency; and Mr. Waters suggests that some inducement of the kind should be held out for the encouragement of education in this Province, in addition to the scholarships already attached to the High School.

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19. The success of this school at the recent University examinations was very creditable. Two candidates passed their First Examination in Arts. The name of one, N. Krishna Rao, stands fifth on the list in the first class, and that of the other eighth on the list in the second class. Four other candidates passed their Matriculation examination, one in the first class.

Rája's School, Mysore.

20. The popularity of the school is attested by the number of students on the rolls, namely 366. The increase has not been checked, though the fees were doubled during the year. The amount realized was Rs. 1,642, against Rs. 838 last year, and 554 the year previous.

21. The Hindustani branch was reported last year to be in a very languishing state; but the appointment of a new and experienced teacher from the Government school at Kolár, has had the effect of placing it on a better footing. There is already a marked improvement, and the number of scholars has considerably increased.

22. Four out of the five holders of "Merit Scholarships" have now passed their Matriculation Examination: the fifth forfeits his in consequence of having failed. The amounts of these scholarships were lately reduced from Rs. 10 to Rs. 6 and 4, in order to provide some small means of encouragement for a few poor but deserving boys, who had made satisfactory progress in the school, but were unable to pay the school fees or purchase the requisite books.

23. It will be seen from the Inspector's report that all the classes in this school are in a satisfactory condition, and the state of the whole school is said to reflect great credit on the Head Master, Mr. J. Dunning, to whose painstaking superintendence its successful career of late is mainly due.

24. The appended reports of the Inspectors will be found to contain a full account of each school in detail. I shall merely notice the prominent characteristics of each. The *Hassan* school maintains its character as a successful and flourishing institution. Two of the boys, entirely brought up in the school, have this year passed the Matriculation test. The premises have been enlarged in order to afford

District Schools.

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accommodation to the increasing number of pupils. At *Shimoga* the numbers have risen from 76 to 186. A Matriculation class has been formed, and one student passed in the first division at the recent University examination. The *Kolár* school continues to be popular, and the building has been enlarged as at Hassan. None of the Matriculation students succeeded in passing this year, but the Inspector thinks some may do so at the next examination. At *Toomkoor* good progress is reported, and a land-surveying class has been formed, in which there are upwards of 20 boys. A new master has been sent to *Chituldroog* and already the Deputy Superintendent states that a great improvement has been effected. The district school at *Chikkamagalúru* has never risen to its proper position. Two European Masters have died there, and the Inspector recommends the appointment of a qualified native Head Master, as no suitable residence can be obtained for an East-Indian or European.

Statistical Information.

Number of Insitutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
7	1,055	41,814	...	41,814	39—10—2	33—1—6

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindus.	Mahomedans.	Others.	Total.
6,895	6—8—7	1,067	37	55	1,159

B. Schools of the Middle Class.

25. Four of these schools have been closed during the year, and the masters transferred to the district schools. There are now only five schools of this class,

Chikka Ballápura.
Chennapatna.

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Hunasúru.
Narasipura.
Gundlupété.

as indicated in the margin; and of these the Inspector is of opinion that the one at *Chennapatna* might be discontinued, as, owing to the extreme unhealthiness of the place, there appears to be no probability of a better attendance. The school at *Chikka Ballápura* is the best of this class, both in numbers and efficiency. At *Hunasúru* the results of the last examination were favorable in most of the subjects of instruction; many former pupils are said to be doing well in Government employ. The school at *Holé Narasipura* is steadily improving under the new Head Master. And the recently established school at *Gundlupété* is said, in its general condition, to have indicated attention and careful teaching.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
10	314	10,327	721	11,048	35-2-11	32-9-9

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
809	2—9—2	281	26	7	314

C. Schools of the Lower Class.

(1.) *Talook Kanarese Schools.*

26. Nearly all the talooks in the Province are now supplied with superior Kanarese schools. Detailed information as to the character and condition of each is contained in the Inspector's reports, and from

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these reports it is obvious that the schools have been steadily improving though they are not considered to have reached the desired standard. It is believed that this arises from social circumstances "powerful enough to overbear the inducements to a higher range of study." Notwithstanding these drawbacks an increase of one-third in the attendance at Kanarese talook schools is reported; and in some cases where there are able and energetic masters, gratifying results have been achieved. The recent refusal of the Government of India to sanction the appointment of assistant masters, will have an injurious effect, as it is impossible for one master to teach more than a certain number of boys; and as the best masters always have the largest number of pupils, if he cannot obtain the requisite assistance, the work of instruction will be imperfectly performed; boys will leave the school, and the institution itself will cease to be valued. It is only occasionally, and for short-periods, that unpaid monitors can be obtained.*

(2.) *Hindustani Schools.*

27. Only one addition has been made to the number of these schools, though Shimoga and Chikkamagalúru have been recommended as suitable places for their establishment. It is, however, very difficult to obtain qualified masters in Hindustani, and, until trained teachers are provided, it is not desirable to open any new schools. Of the five now in operation, that at Kolár is far the best; and the one at Mysore promises well.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
80	3,184	27,364	...	27,364	8—9—6	7—15—6

* Since the above was written Assistants have been sanctioned, and the introduction of paid pupil teachers recommended.

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Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,992	0—10—0	3,189	394	42	3,625

(3.) *Hóbli or village Schools.*

28. There are now 356 of these schools for primary education in operation, containing 10,680 pupils, and in another year all the hóblis in the Province will be supplied with suitable schools. It is believed that these schools are fairly answering the purpose for which they were established. The masters have all been in one of the Normal Training Schools, and had to pass an examination before receiving an appointment. And after they are put in charge of schools they are periodically assembled in each district by the Inspector for examination, when enquiry is made into the circumstances of each school, and the practical knowledge of each master in school-management tested by his having to give lessons to a class; when the eagerness of some to exhibit their training, of others to criticize defects in the method, and of all to commend themselves to notice by excelling in teaching, is described as extremely gratifying. There is no doubt that, in addition to being the means of suggestion or instruction to the masters, these gatherings promote a good understanding between them and the inspecting officers, as they afford ample opportunities for explanation of everything obscure or doubtful in the administration of the schools.

29. There are eight native Sub-Deputy Inspectors, whose whole time is given to the work of inspecting the hóbli schools. They are required to visit every school three times during the year, and report fully on its condition after inspection. These reports afford evidence that many of the hóbli schools are fair specimens of successful village

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schools. From personal observation I am satisfied that this is the case. And as each master is in his own native locality he engages in his work with more cheerfulness and perseverance than the talook school-masters generally do; as many of them are comparative strangers in the towns in which they live, and are often restless and discontented until they are removed to other places where their friends reside, or to Bangalore which is the station most sought after by all.

30. The attempt to diffuse education through the rural districts by means of these schools has been well seconded by the people themselves; who have in all cases either built or purchased school houses, or else rented suitable premises for the purpose. The general popularity of the schools is also shewn by the fact that all classes are represented in them. In some places Brahmans are the most numerous; in others the children of laborers and oil pressers; in some schools the boys are all cultivators; in others Lingáyets, goldsmiths, and weavers; while many of the schools shew a mixture of all classes.

31. The number of hóbli schools that have already been established in the various districts, is shewn in the margin. The Government have recognized the principle that it is a paramount duty to assign funds for the education of those who are least able to help themselves, and that the education of the masses has, therefore, the greatest claim on the consideration of the State. The Budget allotment for this purpose is sufficient for providing all the hóblís with suitable schools; and it is hoped that aided by the educational cess there will be funds available for such an extension of the scheme as will give a school to every village in the Province. A hóbli, it may be repeated, is a sub-division of a talook, and comprises several villages. Each hóbli has on an average a population of 6,040 persons; one school to each hóbli would be consequently a very imperfect scheme of national education, and cannot be regarded as complete until a school has been established in each of the villages of which the hóblís are composed.

Districts.	*No. of Schools.*
Bangalore ...	... 65
Kolár ...	... 78
Toomkoor ...	... 42
Mysore ...	... 59
Hassan ...	... 45
Shimoga ...	... 29
Kadoor ...	... 21
Chituldroog ...	... 16
	355

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Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to— Imperial Funds.	Cost charged to— Other Sources of Income.	Total.	Annual Cost of educating each Pupil. Average Total.	Annual Cost of educating each Pupil. Cost to Government.
355	9,181	22,870	...	22,870	2—7—9	2—7—9

Fees. Total Amount realized.	Fees. Average per Pupil.	Pupils. Hindus.	Pupils. Mahomedans.	Pupils. Others.	Pupils. Total.
...	...	8,884	285	12	9,181

D. Female Schools.

32. There are only five girls' schools in operation established by Government. The number might have been increased if we had been in circumstances to afford aid when applications were made from three different localities, where a desire for their establishment had been created. A wish has been expressed for another girls' school in the Pété of Bangalore. At Sidlaghatta and Closepété the people have come forward and offered to place their daughters under instruction.

33. Of the existing schools the best are those at Chintámani and Hassan. At both these places the Head Masters are deservedly respected by the townspeople; both are successful teachers; and the schools are in a flourishing condition. At Mágadi all the girls are daughters of traders and merchants, and they are described as having made very fair progress. At Hassan and Bangalore the girls are chiefly the daughters of Brahmans. At the former place the state of the school is reported as highly creditable to the Head Master. In Bangalore there has been some fluctuation in the progress of the school, owing

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to the promotion of the Head Master and the difficulty of supplying his place.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to— Imperial Funds.	Cost charged to— Other Sources of Income.	Total.	Annual Cost of educating each Pupil. Average Total.	Annual Cost of educating each Pupil. Cost to Government.
5	137	1,824	...	1,824	13—5—0	13—4—3

Fees. Total Amount realized.	Fees. Average per Pupil.	Pupils. Hindus.	Pupils. Mahomedans.	Pupils. Others.	Pupils. Total.
6	0—0—9	153	1	...	154

E. Normal Schools.

General Normal School.

34. There were 36 students under training at the close of the official year. Of these, 16 were in receipt of the Government stipend of Rs. 5 per month. The others were unpaid students; and on the occasion of a vacancy occurring by the appointment of one of the passed students to the charge of a school, an election is made from the unpaid students to supply his place.

35. Of the above thirty-six, seven were anglo-vernacular students, twenty Kanarese, and nine Hindustani. Fourteen appointments were made during the year: one anglo-vernacular, twelve Kanarese, and one Hindustani student, having passed the required examinations were made assistant teachers in schools in different parts of the country.

36. The anglo-vernacular branch, if continued in operation, will

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Anglo-Vernacular Branch.

have to undergo some modification. Students who have passed the Matriculation examination before entering the Normal School would, in a short time, be able to qualify in those special studies to which their attention would be chiefly confined, *viz.*, school management; the art of communicating knowledge; the best modes of teaching geography history, arithmetic, &c. The practising school attached to the institution affords a field for actually testing a student's abilities in these respects. For this purpose one will be selected to give a lesson, and the others will note, and afterwards remark on, any apparent deficiencies in manner, language, and method of teaching.

37. When the Normal School was first established there were no matriculated students in Mysore. Very imperfectly educated youths had to be admitted, and much time was spent in educating them up to the required standard in general subjects before directing their attention to those special branches for instruction in which the school was designed. A superior class of students may in future be obtained at much less expense to Government, as a comparatively brief period will be sufficient to give them the special training referred to in the previous paragraph.

Vernacular Branch.

38. The twenty Kanarese students receive instruction in general subjects as well as in the art of teaching, especially in geography, history, and mathematics. It is not difficult to find candidates willing to enter the school who know their own language, and who have devoted much time to the study of grammar and native literature. But formerly there were few who knew anything of geography and history, even of their own country, and these subjects had to be made prominent in the studies of the Normal School. This rendered it necessary that the students should remain much longer under training than would otherwise have been the case. Many were in the school upwards of two years before they could obtain a teacher's certificate. The results of the last examination were satisfactory: the Inspector found the mathematical papers very creditable, and the historical and geographical questions were answered better than in any previous year. The improvement in teaching was particularly commendable. The proficiency of the twelve students who then gained certificates was considered in

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advance of any similar number of men hitherto passed from this branch of the Normal institution.

Hindustani Branch.

39. The materials for forming this branch are far more unpromising than those available for the Kanarese Department. Very few candidates come forward at all, and of those who present themselves there are hardly any who come up to the lowest standard of qualification. But as it is the only means of improving the Hindustani schools, which have long been in an unsatisfactory condition, it was thought desirable to admit a few, and try the effect of instruction and training. In addition to the candidates of this class, some who were already employed as teachers in aided schools were required to attend the Normal School, in order that they also might derive the advantage of regular and systematic instruction in the art of school management and kindred subjects. Many difficulties have had to be encountered in carrying out the project, and the results hitherto have been barely sufficient to encourage perseverance.

40. The withdrawal of the Government grants-in-aid from three schools, and an intimation that all the aided schools in which improvement and progress were not reported, would be liable to similar treatment, has had some effect in stimulating the managers of Hindustani aided schools to co-operate with Government in the endeavour to make the teachers more efficient. A number of the assistant masters have attended the Normal School, and though none have yet reached the standard attained by the Kanarese teachers, a start has been accomplished in the right direction. The Training Master of the Hindustani branch is an able man, and does his utmost to bring his students under the influence of a similar training to that which he witnesses in the other branches of the Normal School. A few have profited by the discipline, and the measures hitherto adopted will be continued, in the hope that the Hindustani schools will ultimately take their proper position among the educational institutions of the Province.

Hóbli Normal Schools.

41. Full details are given in the Inspectors' reports of the numbers who have been trained in the three Normal Schools which were established expressly for the training of the hóbli masters.

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The schools are not always retained in the same locality. The Nandidroog Division School was kept a long time at Toomkoor on account of its central position, but has since been removed to Closepété and then to Chennapatna, for the benefit of the neighbouring talooks ; the school itself will be held in Malúru, where a suitable building can be had, and where most of the students and the training master himself reside. The Ashtagram Division Normal School has been in operation both in Mysore and Narasipura. The Nagar Division Normal School has been held in Kadoor and Chikkamagalúru.

42. None of these normal students are placed in charge of schools until they pass an examination conducted by the Inspectors of the First or Second Circles. In their opinion the men as a body are of the right stamp, and such as are likely to fill a school-master's place with credit. It was observed that some had been pupils in the Bangalore High School, and this was regarded as an indication that the avenues leading to writerships were overcrowded, and also that a hóbli master's position was considered as of some value. In conducting the examinations it is usual to give written questions in Kanarese literature and arithmetic, to be answered on paper ; and to hold a *viva voce* examination in geography and school management : in the latter case a lesson being given to a class of boys in the presence of the Inspector.

43. It was stated in last year's report that a purely malnád training school was required in addition to the three now in operation. The Inspector of the Second Circle advocates this measure, but is of opinion that this alone will not be sufficient to meet the peculiar difficulties of locality and popular prejudice. There are very few indigenous teachers in the malnád districts, and consequently a scarcity of materials for the formation of a training school. The ability to read and keep accounts is so rare that any one possessed of such acquirements may easily obtain more than 7 Rs. a month from any sáhukar. Owing to the expense and difficulty of living in the malnád, even talook school-masters on Rs. 15 and 20 complain bitterly of their circumstances, so that special arrangements will have to be made for the successful introduction of a hóbli normal school in these districts.

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Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to— Imperial Funds.	Cost charged to— Other Sources of Income.	Total.	Annual Cost of educating each Pupil. Average Total.	Annual Cost of educating each Pupil. Cost to Government.
4	148	11,845	...	11,845	80—0—6	80—0—6

Fees. Total Amount realized.	Fees. Average per Pupil.	Pupils. Hindus.	Pupils. Mahomedans.	Pupils. Others.	Pupils. Total.
...	...	133	9	...	142

F. Other Schools for Special Education.

Engineering School.

44. This school was established with a view to provide educated subordinates, especially natives for the Public Works Department. Two years ago ten scholarships were founded in connection with the school for the purpose of attracting native students from distant parts of the country; four were assigned to the Ashtagram Division, four to Nagar, and two to the Nandidroog Division, preference being given to the sons of méstrís, or practical workmen. But even this encouragement has not been sufficient to overcome the native repugnance to the active life of an Engineer.

45. Colonel Sankey thinks it probable that the recognition of engineering as a distinct profession, with the high status and fairly attractive pay attached to the Irrigation Department, may, in a great measure, alter the present condition of native feeling on the subject; but still considers the result as doubtful, and the difficulties only to be overcome by the utmost vigilance and care.

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46. No native youth in Mysore has yet passed the Assistant Engineer's test, and only a few have passed that for Assistant Overseer.

47. At the last examination of the school some of the students obtained good marks for plan drawing, levelling and surveying; also for arithmetic, but did not do so well in mensuration and algebra.

48. Several schemes have been proposed for giving the students some means for gaining a practical acquaintance with mechanical operations; and it is thought that this may best be accomplished under the immediate control of the Public Works Department in connection with the workshops attached to the offices of the Executive Engineers. This would overcome the difficulty which now arises from the great dislike which natives of different parts of the country have to being sent into other parts of which they knew nothing; as they might be locally trained in their respective districts. A land surveying class has been formed in the anglo vernacular school at Toomkoor; there are 20 pupils already, the Executive Engineer Mr. McKennie having supplied the requisite instruments. From local classes of this description youths desirous of following the profession of engineering might be placed as apprentices in the office of the Executive Engineer.

Jail School.

49. There are 458 men in the jail schools; in each school there are five classes which include men in all stages of progress. The most advanced read the second and third Kanarese books of lessons, and learn arithmetic. The last 40 minutes of every day are devoted to school work. At the appoined time small wooden boards marked with the classes are hung upon the wall, and each man takes his place under the board on which is the number of his class, monitors, themselves prisoners, teach the classes. The Superintendent states that "the progress made is very fair considering the subjects to be operated upon, and that there is no coercion; no prize for the first, and no stimulus for the laggard, and that the teachers are quite untrained." "The whole movement is one of much benefit, and affords a very good occupation and means of control for the prisoners during the last part of the day." On Sunday any one who wishes a book to read is permitted to have it. Natives employed in the jail press, or intended for it, learn English; they are taught by a Brahman prisoner, and being intelligent picked men

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have made marked progress. There is also a class for East Indians in which English is taught. With these exceptions Kanarese is the only language used in the schools; there are Hindustani, Tamil and Telugu prisoners; but all at present learn Kanarese.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Description of Schools.	Number of Institutions.	Number of Pupils on the Rolls, monthly average.	Average daily attendance.	Grants in-aid given by Government.	Expenditure from all sources other than Grants-in-aid given by Government.	Fees.
Higher Class. ...	5	820	703	10,356	30,728	15,332
Middle " ...	9	583	526	5,970	13,654	1,245
Lower " ...	33	1,923	1,731	7,032	8,238	1,321
Female Schools ...	29	1,995	1,617	11,234	34,710	13,390
Normal ...	...	...	...	...	..	...
Other Schools for Special Education. ...	...	..	..	...	...	..
Total......	76	5,321	4,577	34,592	87,330	31,288

50. The grants-in-aid from Government during the year have thus been Rs. 34,592, and the number of pupils educated 5,321. The sum of Rs. 40,000 was provided in the Budget, and fourteen other schools were recommended for grants. In previous years the recommendation of the Local Government always ensured the sanction of the Government of India; and the managers of the schools concerned, having no doubt on the subject, in most instances incurred the additional expenditure, in confident expectation of receiving the grants-in-aid for which they had applied. But of the fourteen schools whose merits and claims were supported by the Chief Commissioner, after a minute scrutiny of each case, only two have been favored with the aid sought. In regard to the other twelve schools great disappointment has been felt and expressed. If any previous notice had been given that owing to financial difficulties no new grants could be made, all this embarrassment might have been avoided; but as the additional amount was allowed to

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remain in the Budget, the various applications for new grants were received; the Inspectors examined and reported on the condition of the schools; and hopes were thus encouraged which should never have been permitted to exist.

51. The detailed reports of the Inspectors contain all the information required as to the actual state of the schools now receiving grants-in-aid from Government. It will be seen that most of them have made gratifying progress during the year; that the majority are under efficient supervision; and that a sum amounting to more than twice as much as the Government grants-in-aid is spent by the parties responsible for the continuance of these institutions.

52. Wherever the Inspectors reported that a good secular education was not imparted, the grants-in-aid were suspended; and if no improvement took place, withdrawn altogether. The aided Hindustani female school in Bangalore has not been as well conducted as it should have been; but owing to the peculiar difficulties that surround a school of this description, a longer time than usual has been allowed to effect improvement. If this result should not follow, the grant will not be continued.

A. Aided Schools of the Higher Class.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
5	820	10,356	30,728	41,084	50—1—7	12—10—1

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
15,332	18—11—2	603	33	206	842

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B. Aided Schools of the Middle Class.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
9	583	5,970	13,654	19,621	33—10—6	10—3—10

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,245	2—2—0	338	12	284	634

C. Aided Schools of the Lower Class.

Statistical Information.

Number of Institutions.	Average number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
33	1,923	7,032	8,238	15,270	7—15—0	3—10—4

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindus.	Mahomedans.	Others.	Total.
1,321	0—10—11	855	932	313	2,100

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D. Aided Female Schools.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to— Imperial Funds.	Cost charged to— Other Sources of Income.	Total.	Annual Cost of educating each Pupil. Average Total.	Annual Cost of educating each Pupil. Cost to Government
29	1,995	11,234	34,710	45,944	23—0—5	5—10—1

Fees. Total Amount realized.	Fees. Average per Pupil.	Pupils. Hindus.	Pupils. Mahomedans.	Pupils. Others.	Pupils. Total.
13,390	6—11—4	1,409	185	565	2,159

E. Private Unaided Schools.

Statistical Information.

Supported by—	No. of Schools.	No. of Pupils.	Total Cost per Annum.
Church of England	2	69	308
Roman Catholics	9	200	465
Wesleyan Mission	19	1,391	4,500
London Mission	7	351	1,393
Native.			
Indigenous Schools as near as can be ascertained	1,843	26,119	Unknown.

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VI. SCHOLARSHIPS.

53. There are 39 scholarships attached to the various Government schools in Mysore. Ten were founded in connection with the Engineering School for the purpose of attracting native students from distant parts of the country, who might afterwards return to their native places qualified for service in the Public Works Department. These cost from Rs. 1,000 to Rs. 1,200 per annum. A sum of Rs. 500 is given annually for eight scholarships in the High School, and one of the Dobbs' scholarships, value Rs. 7 per month, is also given in the High School. In the Rája's School, Mysore, there are Merit scholarships to the extent of 50 Rs. monthly given in sums of Rs. 6 and 4 each. There is a scholarship of Rs. 4 monthly attached to the Honasúru school.

54. It is desirable that special Matriculation scholarships should be founded for the whole Province of Mysore, on the same plan as those instituted in the Madras Presidency. Fifteen scholarships are there available annually for Matriculation candidates who pass within the 20 on the list in the first class. This year for the first time, one of the Bangalore High School students attained the honor, but was ineligible for the prize, because he belonged to Mysore, and not to the Madras Presidency. If five of the same description of scholarships were granted by Government for the Province of Mysore, it would be a great stimulus to education. They might be awarded in the order in which the candidates' names appear in the University list; none but those in the first class being eligible.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

55. The number of students employed in the public service increases every year. Although appointments may be obtained in Mysore without passing any examination, it is obvious to all that well educated candidates are invariably preferred. The consequence is that the General and Special Test examinations, as well as those of the University, are more numerously attended in Bangalore each succeeding year; the numbers on the last occasions having been greater than at any previous time.

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56. In fact the supply is becoming greater than the demand. The Inspector of the First Circle recently noticed several youths who had been educated at the High School among the candidates for admission to one of the Hóbli Training Schools,—a fact which be regarded as indicating the overcrowded state of the avenues to public employment, the hope of obtaining which has generally been the motive that induced the study of English.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

57. It has often been remarked that native youths utterly neglect their own language in order to give more time to the study of English. The University examinations have tended to counteract this tendency by requiring a knowledge of the poetry and prose of one of the vernaculars, as well as the poetry and prose of the English language, in order to pass the Matriculation test. The study of Kanarese is part, though a subordinate one, of the curriculum, in all our anglo-vernacular schools.

58. A few years ago there were many inferior schools in different parts of the Province in which English was imperfectly taught; but these schools have now been abolished, and the course of instruction in English is everywhere made as complete and thorough as practicable. The standard required for Matriculation at the University of Madras is set before the Head Masters of District Schools, as that to be attained by all the advanced pupils before the school is placed in the first grade. There are now only two District Schools in which this point has not yet been reached.

59. The High School of course goes beyond this, and in its college department provides the means of graduating. Three of its students have taken degrees in arts or laws. Many of the upper classes in Mysore have now been fairly educated in the highest branches of the English language, and if any of them should hereafter transfer to their own vernacular some of the knowledge they have acquired from English books, much may be done for the enlightenment of the masses of the people, amongst whom the ability to read will every year become more general. To foster Kanarese amongst the great body of the people, and to encourage a thorough study of English amongst the few, would appear

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to be the best means of spreading a sound education in Mysore. For the sake of the Mahomedans it may be desirable to give more attention to Arabic and Persian in the Hindustani schools, as a means of increasing their popularity.

IX. BOOK DEPARTMENT.

Stock Account.

60. The demand for school books continues to increase, and may be expected to do so as education becomes more widely diffused each year. During the year the number of books added to the stock was 36,041 at a cost of Rs. 23,218; of these 12,663 were English books, valued at Rs. 15,322, and 23,378 were vernacular books, valued at Rs. 7,890.

Number sent to District Depôts.

61. The number of books supplied to District Depôts and to Head Masters for sale was 16,000, and their value was Rs. 11,500, shewing that the sales in the branch depôts formed in various parts of the country have increased in a greater ratio than those in the Central Depôt at Bangalore. The sales might be still further augmented if there were more facilities for the conveyance of books to out-stations.

Sale proceeds of books credited to Government.

62. The amount paid into the Government Treasury on account of the sale proceeds of books during the year was Rs. 19,825.

School Books published.

63. The following school books in English and Kanarese, were published at the Government Press in the course of the year.

	No. of Copies.
First Book in Kanarese . . .	20,000
Third Book in Kanarese . . .	2,000
First Book in English . . .	10,000
Second Book in English . . .	2,000
Karnátaka Vágvidháyani . . .	10,000
History of India . . .	5,000
Abridged History of India (in part) . .	2,000
Brief Sketch of the History of India . .	5,000
Kanarese and English Dictionary . .	2,000
Elements of Euclid in Kanarese . .	2,000
Kathá Manjari . . .	5,000
Kanarese Arithmetic (in part) . . .	5,000
Amara Kósha (in part) . . .	5,000

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64. The following vernacular works printed at private presses have been purchased for use in the schools.

400 Jaimini Bhárata.
400 Vikramáditya Charitré.
400 Dásara Padagalu.
200 Shrímadválmíka Rámáyana (abridged.)
550 Shabda Manjari.
500 Kabbigara Kaipidi.
300 Telugu I Book.
300 " II "
100 " III "
20 Kathá Sangraha.
400 Kanarese Arithmetic.
100 " Grammar.
50 " Geography.

65. The Engraver who so successfully executed the large wall map of the world in Kanarese is now engaged on a Kanarese map of India, of similar size, copied from Stanford's recent map, under the supervision of Mr. Rice, Inspector of the First Circle, who is also carrying through the press the Arithmetic and Amara Kósha.

X. SCHOOL BUILDINGS.

66. The Budget of 1870—71 provided Rs. 12,239 for the construction of three new school houses at Yelahanka, Sríniváspura and Nyámti, and for the enlargement of the buildings at Hassan and Kolár. All the above works have been given out on contract through this office, except the enlargement of the Hassan School, which the Deputy Superintendent of that District, Captain Hill, kindly superintended.

67. The schools at Yelahanka, Kolár and Hassan have been completed and occupied, and those at Sríniváspura and Nyámti, which were not taken up until December 1870, were finished shortly after the close of the official year.

68. The amount spent on each building is shewn below :—

	Rs.
Yelahanka	2,764
Sríniváspura	2,366
Nyámti	3,017
Hassan	1,003
Kolár	2,592
Total Rs.	11,742

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69. There have been 31 school houses, in different parts of the Province, repaired through the agency of the Educational Department during the year under report, at a cost of Rs. 4,053—8—0. A few estimates for repairs have been refused sanction for want of sufficient funds.

Repairs.

70. The Budget provision was inadequate for the work to be done, and only six school compounds have been enclosed at a cost of Rs. 500.

Fencing.

XI. INTERNATIONAL EXHIBITION.

71. In the month of December last, I received a copy of the following telegram addressed to the Chief Commissioner of Mysore.

"The Viceroy is particularly anxious that India should be well represented in the educational section of the forthcoming exhibition, and trusts that the special attention of the local Committees and Directors of Public Instruction, may be drawn to the subject. Detailed instructions will follow."

72. This was followed by an admirable memorandum on the subject by Mr. Arthur Howell, suggesting the mode in which this object could be attained on some kind of uniform principle and plan.

73. At the request of the President of the local Committee I undertook to furnish such a series of illustrations as would represent the improvement effected in education in Mysore, by shewing, as suggested by Mr. Howell, "what the indigenous schools are, how they have been improved first in our schools of the lowest class, how the improvement has been carried on in the successive gradations of middle and higher class schools, until finally reaching a stage differing little from the results achieved in the colleges and universities of Europe."

74. For this purpose photographs and colored drawings of several indigenous schools, some in mere open sheds, without maps, chairs, forms, tables, desks, globes, or other apparatus; and representing in place of these their rude appliances, the curious modes of punishment in use, &c. Then a drawing of a hóbli school, (which is analogous to a

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primary village school in England) with its text books and apparatus, exhibited the superiority of even the lowest class of our schools, over the rural indigenous ones. That the improvement had been carried on much beyond this was shewn by the text books and apparatus of the talook vernacular schools, and of the middle and higher class English schools. To these were added a photograph and a colored drawing of two native girls' schools under missionary management; and a photograph of the Government High School in Bangalore, with copies of all the papers set at the last University examinations for the Matriculation and First Arts candidates.

75. Each series was accompanied by a very brief explanation of the standard of education comprised in it. Specimens of vernacular maps, writing, and cyphering, as well as of English writing, were also included. If more time had been allowed, the collection might have been made much more complete.

76. The following is a list of the various articles sent to the Exhibition.

1. Pencil drawing of an indigenous town school.
2. Photograph of an indigenous school in the verandah of a temple.
3. Photograph of an indigenous school in which the boys are tracing letters on sand.
4. Photograph of an interior of an indigenous school in which the boys are playing a game (as a reward.)
5. Ditto in which the same game is being played sitting.
6. Water color drawing of an indigenous school in Bangalore, in which boys are undergoing punishment for coming late and for failing to repeat their lessons.
7. Water color drawing of an indigenous school in Bangalore in which three truants are undergoing punishment.
8. Water color drawing of an indigenous school in which a mode of punishment is represented of suspending by the hands from the roof.
9. Water colored lithograph drawing of a grant-in-aid Mahomedan school in Bangalore, in which three curious modes of punishment are shewn.

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10. Pencil drawing of a Government village school.

11. Water colored lithograph drawing of a grant-in-aid London Mission girls' school, in which the girls are receiving a gallery lessou.

12. Photograph of girls' boarding school.

13. Photograph of Government High School in Bangalore.

14. Photograph of Matriculation Class in High School.

15. Photograph of F. A. Class in ditto.

16. Papers set for the last Matriculation examinatioo in Bangalore, December 1870.

17 Specimens of writing in English, Sanskrit, Kanarese, Telugu, Tamil, Mahratta, Persian, and Hindustani, by boys in the High School.

18. Standard plan of a village school house.

19. Papers set for the last F. A. examinatioa in Bangalore, December 1870.

20. Standard plan of a middle class school house.

21. Drawings by the students in the Government Engineering School, Bangalore.

22. Large wall Map of the World in Kanarese engraved on copper by a native workman in Bangaloie, printed and mounted at the Government Press.

23. Specimens of needle work done by native girls at the London Mission Boarding School, Bangalore.

24. Text books and apparatus of Government village school.

25. Text books used in Talook Vernacular schools.

26. Text books used in District English schools.

27. Text books used in Mission schools.

28. Book made of cloth used in native schools for slates, with a pencil.

29. Book of palmyra leaves, with stylus for writing on ditto.

30. A collection of books printed in Bangalore, English and Vernacular.

31. Copy of Hindustani news paper printed in Bangalore.

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XII. CONCLUSION.

77. I have again to acknowledge the cordial assistance I have received from all the Civil authorities wherever the cause of education could thereby be furthered. Captain W. Hill, Deputy Superintendent of Hassan, has on various occasions brought to my notice subjects of importance connected with the extension or improvement of education. Major A. J. Bruce, Deputy Superintendent of Toomkoor. Mr. L. Ricketts, Deputy Superintendent of Bangalore, and Mr. P. Krishna Rao, Deputy Superintendent of Chituldroog, have also visited many of the schools in their respective districts, and informed me of the state in which they found them, or made some useful suggestion.

78. The Officers of the Educational Department itself deserve my acknowledgments for the satisfaction they have afforded me during the year. Where all deserve credit for their exertions, or favorable consideration for the manner in which their duties have been performed, it is unnecessary to specify individuals.

I have the honor to be
Sir,
Your most obedient Servant,
J. GARRETT,
Director of Public Instruction.

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APPENDIX I.

BANGALORE HIGH SCHOOL.

Principal's Report.

I have the honor to submit my Report of the High School for the past year.

A few slight changes in the staff of masters have taken place since our last annual meeting. It was a matter of some disappointment that Government did not sanction the proposed increased rates of salary to the senior masters: but this has been partially removed by the promotion of Messrs. Marsden, Leonard, and Venkatarámaiya, respectively, to the first, second and third masterships in the upper school, consequent upon the appointment of Mr. Clapham to the Head Mastership of the Chituldroog School. Mr. D. Subbaiya has succeeded Mr. Venkatarámaiya as first master of the lower school, and this leaves a vacancy in the fifth class to which no master has at present been permanently appointed.

It may here be remarked that out of seven new masters who have been appointed during the past three years, five have been chosen from students educated in the High School; in fact, in all cases, the preference has been given to them, and some have proved themselves successful teachers.

The numerical strength of the school is still slightly below what it was two years ago; but this is in a great measure due to the causes alluded to in last year's report.

The following is a comparative statement of the number of students on the roll a year ago, and at the present time:—

	1870.	1871.
B. A. Class	9	9
F. A. "	15	15
Matric. "	26	35
First "	40	26
	90	85

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Lower School.

	1870.	1871.
Second Class	39	41
Third "	46	37
Fourth A. "	39	41
" B. "	32	26
Fifth A. "	28	35
" B. "	27	28
Sixth A. "	23	30
" B. "	38	15
Preparatory "	56	69
	328	322

From this it will be seen that there are five less in the upper school and six less in the lower school than at a corresponding time last year. In the upper school 20 have left, of whom 7 are now in Government employment.

In the whole school 150 students have been admitted during the year and somewhat over that number have left. It is only fair to remark that many have left because not promoted to higher classes, or in some cases because they have been "*de-promoted*" (to use a word coined by native students); whether these boys get into higher classes at other schools, or leave off studying, we do not know.

The average number on the monthly roll has been 403, and average daily attendance 337. The attendance in the College classes has not been good, possibly because many are employed; but a marked improvement has taken place in the matriculation and first classes, and it is worthy of notice that two boys in the matriculation class, who have been absent but one day, take the highest places in the class examinations during the year, as well as in the annual examination; and a proof of the correctness of these results is that these students have been placed in the first class at the University examination held last December. Narasimmaiengar, who takes the first prize in the first class, has not been absent a single day. Ten other boys have absented themselves but once or twice during the year.

Higher rates of fees have been levied since last April, the highest being now Rs. 3, and lowest 12 annas.

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The fees collected during the year amount to Rs. 4,114—0—0, shewing an increase of Rs. 830—12—0 upon the amount collected last year. This is nearly 30 per cent of the ordinary current expenses of the year.

The registered results of exminations held are tabulated in an appendix, but the following have gained the highest marks in their respective classes :—

Class.	Name.	Marks obtained.	Maximum Marks.
B. A. Class ..	B. Rámaswámi ..	287	520
Senior F. A ..	C. Náráin Rao ..	191	400
Junior F. A. ..	G. Coghlan ..	238	520
Matriculation..	G. Kristna Rao ..	1,177	1,775
First. ..	Narasimmaiengar ..	882	1,280

The marks gained in the lower school, from four examinations held during the year, and also the class marks of each student have been printed.

The library which has been increased during the year by the addition of 150 volumes, now contains about 600 books, and is of great service to masters and students.

An attempt to establish a reading room has failed, as few seem willing or able to subscribe towards obtaining periodicals and papers.

By the use of our new printing press the necessity for dictating many examination papers will now be obviated, and much time will consequently be saved.

I have reason to be satisfied with the conduct and diligence of most of the students holding scholarships.

T. V. Annásámi was nominated and elected last April to the Dobbs' scholarship, and I am in a position to state that he has been diligent with his studies and, we hope, stands a fair chance of passing the F. A. examination next December.

Last May an open scholarship examination was held for two scholarships attached to the B. A. class, and were gained by Rámaswámi and Conquest ; Conquest having left the school, the second one becomes

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vacant. With reference to scholarships I would here remark upon a subject which appears worthy of consideration.

For the encouragement of higher education, the Madras Government, on the publication of the final results of the matriculation examination, award annually 15 scholarships to 15 out of the first 20 candidates. These are tenable for four years until the time of appearing for the B. A. degree. A student from the Mysore Province has, for the first time, since the institution of the University examinations, become eligible for one, but cannot hold it as he is not in the Madras Presidency. It would be a great boon, if some inducement of this kind were held out to students of schools in the Mysore Province. Of the four merit scholarships attached to the F. A. class, Krishnaiengar and Ranga Rao retain those they now hold for another year. Abdul Karím and Bhíma Rao having passed the matriculation examination, succeed to those held last year by Védavyása Rao and Subramannayen. The vacancies in some of the other scholarships have not at present been filled up for this year.

The annual examination of the upper school was conducted in November last by the following gentlemen, to whom I take this opportunity of tendering my thanks.

English Language.—Messrs. Best, Rae, Hudson, Dubois, Thompson, Miller, Walton, Plunket.

Kanarese Language.—Messrs. Rice, Venkatavaradaiengar and Rágbavāchár.

Mathematics.—Messrs. Rogers, Walton, Edgecome, Duncan, Evans, Thom, Willock and Srínivása.

History and Geography.—Messrs. Gordon, Ricketts, Stevenson, and Plunket. The reports as well as the marks obtained have been printed.

Five students reading for degrees were examined in the English and mathematical portions of the work done during the year. In English poetry, the class obtained 34 per cent of the maximum marks, and in prose 54 per cent. Mr. Rae who examined in the latter subject remarks that he was pleased with the manner in which they sought to

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answer exactly what was asked, though occasionally there was too great a tendency to reproduce the words of the author.

In mathematics, the class obtained about 42 per cent. Ráma-swámi obtaining 122 out of 150. Mr. Walton says that in his paper there is a " thoroughness deserving of praise."

In the Senior F. A. class five students were examined and obtained 48 per cent in English and 38 per cent in vernacular. The examiner in English observes that three out of five have acquitted themselves well. In the Junior F. A. five were examined, of whom three obtained over $\frac{2}{3}$rd marks in English and $\frac{1}{2}$ in Kanarese. Mr. Thompson who examined in English poetry, speaks favorably of Coghlan and Krishnaiengar, but observes that the boys appeared better prepared in the part selected from Milton than in Byron. In Kanarese Mr. Rice remarks that the papers do not evince that accuracy and scholarship in the Kanarese language, which students going up for the F. A. test ought to attain. In the remaining subjects these classes were examined together and obtained 46 per cent in history, 43$\frac{1}{2}$ in mathematics and 44$\frac{1}{2}$ in arithmetic.

Matriculation Class.—Out of 18 examined, five in English poetry and eleven in prose obtained $\frac{1}{3}$ marks.

Marsden's papers are remarked upon as being very good. In Kanarese 8 obtained over $\frac{1}{3}$ marks. The reports on history and geography are favorable, with the exception of that on the English history papers—upon which Mr. Ricketts observed that with a few exceptions the class did not come up to his expectations. In arithmetic 3 obtained over $\frac{1}{2}$, and 7 more over a $\frac{1}{4}$ marks. The report on algebra is satisfactory, as also that on Euclid.

First Class.—34 were examined in the first class, of whom two obtained $\frac{1}{2}$ marks or more, and eight others above $\frac{1}{3}$.

Lower School.—Thanks are due to the masters for the assistance given in the examinations of these classes, both at the annual examination, and also during the year. Mr. Venkatarámaiya's class did remarkably well, three boys being found good enough for promotion to the matriculation class.

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The F. A. candidates of this year consisted entirely of last year's failures. Three of the five sent in from the High School passed, all in the second class. The matriculation candidates were very successful. Out of twelve sent up eight passed, two in the first class, and one of these has taken the highest place as yet gained by any Mysorean.

One student, Mahomed Ali, who for over a year has been hardly more than nominally reading in the school on account of preparing for the law examinations, has just taken a very creditable place in the Criminal and Civil Higher Grade, Special Test Examination. We hope he will now settle down steadily to working for his degree. Narahari Rao, a former scholar and teacher, has also been successful in the M. L. degree examination.

The prizes in the upper school have as usual been assigned chiefly on the results of the annual examination; but it appears that those students who have been most successful during the year, have also gained first places at the annual examination. In the lower school, the daily marks, those obtained at the monthly examination and at the annual examination, have equal weight in determining a boy's position in his class.

We are indebted to the Chief Commissioner, Captain Clarke, and Mr. Garrett for kindly contributing prizes.

I must express my regret at the hasty manner in which this report has been prepared, and I fear that several things worthy of notice have been omitted. In conclusion I have to express my thanks to the masters for the ready aid they have given me during the year, and the interest they have shewn in their work. I wish also to remark that the conduct of the senior scholars has with scarcely any exceptions been very exemplary.

(Signed) CHARLES WATERS, *M. A.*,
Principal.

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APPENDIX II.

I. CIRCLE.

Inspector's Report.

I have the honor to report on the progress of education in the four Districts of Bangalore, Kolár, Mysore, and Hassan, constituting the First Circle, of which I resumed charge on the 6th of June.

2. *Number of Schools.*—There are under inspection in this circle at the end of the year 412 schools, of which 317 are Government, and 95 aided and private. They belong in the following proportion to each district.

District.	Boys' Schools.			Girls' Schools.			Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	4	10	100	3	2	18	7	144
Kolár ...	1	1	105	...	...	3	...	110
Mysore ...	2	4	79	..	...	4	...	89
Hassan ...	1	1	63	...	...	3	1	69
Total......	8	16	347	3	2	28	8	412

3. *Number of Scholars.*—The entire number of pupils receiving instruction in these schools amounts to 16,023, namely 13,805 male and 2,218 female. On distributing them in accordance with the foregoing table, the following results are obtained:—

District.	Boys.			Girls.			Pupils in Normal and Special Schools.	Total.
	Upper.	Middle.	Lower.	Upper.	Middle.	Lower.		
Bangalore ...	622	660	3,869	209	139	1,371	941	7,811
Kolár ...	65	61	2,636	...	...	144	...	2,906
Mysore ...	439	94	2,372	...	...	231	...	3,136
Hassan ...	142	29	1,821	...	...	115	63	2,170
Total......	1,268	844	10,698	209	139	1,861	1,004	16,023

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4. *Gradation of Schools.*—The Government schools are divided into (1) District, (2) Talook or county, and (3) Hóbli or village schools, (4) Girls' schools, and (5) Normal or other Special schools.

5. *Organization of Schools.*—The district and talook schools were organized in 1866 (by my circular of the 18th September). The Anglo-vernacular schools were provided with a curriculum leading through six classes up to the standard of entrance at the Madras University. For Kanarese and Hindustáni schools four classes were prescribed, the studies laid down being in advance of such as were either at that time or are even now usual in vernacular schools.

6. *Results of the Organization.*—Previous to these arrangements no regular system was pursued in the Government schools. Each Head Master introduced his own system, and used such text books as the Judicial Commissioner allowed. A long enough time has now passed to admit of an estimate being formed of the working of the new regulations.

7. *Effect on Anglo-vernacular Schools.*—As regards the Anglo-vernacular schools at district head quarters, the Rája's school at Mysore and the district school at Hassan may be quoted as instances in which the system has been successfully pursued, and yet Hassan was formerly pronounced a very unhopeful station, the school being miserably attended. I believe therefore that an adherence to the same course in the other district schools will eventuate in results equally satisfactory.

8. The question has been raised whether the minimum standard of the University examinations should not be enforced in the district schools, and all effort to go beyond matriculation interdicted. In suggesting this course it is assumed that the schools are now "all struggling at the expense of ninety nine per cent of their students to bring up pupils for the higher University examinations." Now no one having the slightest acquaintance with the actual condition of these schools could make a statement so completely at variance with facts. For leaving out of consideration the Rája's school, which stands on a footing of its own, and which with reference both to its origin and the competition to which it is liable, has necessarily a higher range of study, there are five district schools; of these only one has really attained the standard of matricula-

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tion, and two others have barely touched it. The two cases in which Hassan has gone beyond were quite exceptional, and not results of the regular school work. So far then from these schools invading the Province of the higher University examinations, very much remains to be done before they reach even the lowest, and there cannot be a doubt that matriculation must continue to be in practice, as it is by intention, the limit of their standard of instruction.

9. But it may be worth while to go into the question a little more in detail. The subjoined table, including all the Mysore schools that have succeeded in passing candidates, gives the history of the matter at a glance.

	School.	No. passed Matriculation in								No. passed F. A. in				
		1863	'64	'65	'66	'67	'68	'69	'70.	1866	'67	'68	'69	'70*.
	High School	1	2	7	7	10	4	10	7	3	1	6	4	2
Aided.	Native Educational Instn....	—	—	—	1	4	2	3	3	—	2	5	2	2
Aided.	London Mission Institution...	—	—	—	—	4	6	4	1	—	—	2	3	1
Aided.	Wesleyan Mis. School, Mysore.	—	—	—	—	4	3	1	3	—	—	1	3	0
Aided.	Bishop Cotton's " ...	—	—	—	—	4	3	1	0	—	—	3	0	0
Aided.	St. Andrew's " ...	—	—	—	—	3	0	0	1	—	—	—	—	6
Government.	Hassan	—	—	—	—	3	0	1	2	—	—	1	1	0
Government.	Rája's School... ...	—	—	—	—	—	5	4	4	—	—	—	2	2
Government.	Kolár	—	—	—	—	—	—	1	0	—	—	—	—	—
Government.	Shimoga	—	—	—	—	—	—	—	1	—	—	—	—	—

10. From this it will be seen that the High School was the first, and till 1866 the only, institution that trained students for the University examinations. It was not however till 1865, that the school studies were arranged with this object. The previous candidates had been prepared by myself (then Principal) privately, from a conviction that it was useless to take up an isolated position and disconnect the English education of the Mysore State from the course of public instruction introduced a few years before into the great British Presidencies.

* Owing to a new mode of registration last year, I am not sure of the F. A. results for 1870, but the point under consideration is not thereby affected.

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Soon after entering on inspection work, in the latter part of 1866, I organized all the provincial schools, as referred to in a former paragraph, appointing matriculation as the standard to be reached in the higher class of district schools. Aided private schools at the same time entered the field of competition, and the list in the above table for the year 1867 shews how general and simultaneous was the adoption of the University course.

11. But it further appears from the list that, with the exception above pointed out of the Rája's school, all the institutions engaged in the 'struggle' for the higher examinations are aided and not purely Government schools. Over the action of these private schools Government, as a rule, disclaims any control. But if matriculation is fixed as the highest standard of instruction in all schools directly connected with Government, except one, which it is desired to constitute a central college, it is difficult to see on what ground the right should be waived of imposing a similar restraint on private institutions, which derive from Government the means wherewith to carry on higher studies. For it is with the share they get of the public funds that these schools chiefly maintain the superior teachers capable of training up candidates for the University examinations, so much so that the withdrawal of those funds would immediately be followed by the dismissal of these very masters. As regards therefore any course which Government may see fit to adopt in the matter of the higher English instruction, all the schools concerned are substantially Government schools and equally subject to its control. It is thus within the power of Government to concentrate the discursive efforts now expended on such education and to draw them into one channel.

12. In addition to the district schools, there are a few Anglo-vernacular schools of an inferior grade at some of the talook head quarters. These were included in the organization of 1866. Some of them, however, established to supply a temporary and limited demand, have since been abolished, and it seems advisable rather to improve the others than to increase their number. For besides being disproportionately expensive, they often tempt boys to enter upon a course of instruction unsuited to their prospects in life and at best very imperfect, thus positively, as

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it seems to me, increasing the sum of human misery. Where English can neither be thoroughly taught nor the study continued for a sufficient length of time, it is clearly better to confine attention entirely to the vernacular.

13. *Effect on Kanarese Schools.*—The talook Kanarese schools have greatly improved, but still come short of the desired standard. I do not find that this is due to any fault inherent in the scheme of lessons. It arises from social circumstances powerful enough to overbear the inducements to a higher range of study. The poverty of the parents and their consequent inability not only to dispense with the earnings of their children, but to incur any further expenditure for the books and fees necessary for continuing their studies, must be assigned as the chief of these circumstances.

14. The withdrawal of boys from school before they have completed the appointed course of instruction, and as soon as they have acquired an elementary knowledge that will barely serve for transacting the commonest business, is the great drawback to the progress of the schools. But this is an obstacle not peculiar to this country or even to this part of the world. The following quotation from a late number of the *Saturday Review* shews the operation of the same cause in England. "This is what hinders the education of the lower classes. The agricultural laborer wants his boy to go into the fields at ten years old, just as the small manufacturer wishes to set his boy down at the desk at sixteen. Even if the education were made absolutely gratuitous, the balance would still be on the wrong side of the account. The time would be spent to no direct pecuniary profit even if the boy were not, as friends will assume, rendered less capable than before of doing the work for which he is destined."

15. In what way these difficulties are to be met and overcome, it is not easy to decide. I have, however, proceeded on the two following counteracting principles. To make the instruction of the lower classes as substantial and complete as possible, and to insist upon a superior training of school masters.

16. On the first of these principles, I am opposed to the use of books published in separate parts. For it is generally, if not invariably

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the case that a boy who has gone through the first part, or at most the first and second parts of, say, a grammar or arithmetic, stops there. He not unnaturally assumes, as also do his friends, that having completed one or, as the case may be, two books on the subject, he has learnt, if not all that might be taught about it, at any rate a good deal, and perhaps as much as he will ever require, an opinion powerfully seconded by a consideration of the expense attending promotion to the use of the more advanced parts. An advocate for the issue of books in portions may say that a boy feels some pleasure in beginning a new book. But a momentary gratification of this sort is of no account when the necessity for purchasing the book threatens to cut short his education.

17. A graduated course of lessons is indeed indispensable, but I have striven to prevent the mere multiplication of books arising from the sub-division of those on the same subject. A boy once in possession of a complete book is provided with all that he requires as long as he shall continue to study the subject of which it treats, and has further an inducement to persevere till he has reached the end when he knows that it will give him a mastery of the whole subject. This interest is evidently wanting in the case of a book which he understands is only preliminary to another, and that to another and so on. Even granting that he does not after all finish the book at school, he has it by him for reference on such points as he has not learnt, and will in many cases be led by curiosity and a desire for improvement to study it to the end for himself. At all events ample means have been placed in his hands for prosecuting the particular study to a satisfactory point.

18. Another advantage of using complete books is that they can be bought once and for all by the boy's friends, who, it may be conceived, are much more willing to provide him with what he requires at the outset of his school career than afterwards. A common source of danger to the boy's schooling is thus avoided, for each fresh application for money to buy books gives an opportunity and excuse for abruptly removing him from school.

19. The second remedy proposed was the superior preparation of school masters, that they may be able to exercise greater judgment in the instruction of the most juvenile, and turn to best account every moment of the probably limited time during which the children will remain

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under their care. For after all it is not the amount of information, so to speak, injected into him at school, but the imparting of a right direction and bias to his mind in the path of knowledge, that is of value to the pupil in riper years.

20. The premature removal of boys from school can be checked only by providing some equivalent for the loss sustained by parents in foregoing the services of their children. This may be done by means of scholarships, as in English schools, or by holding out prospects of permanent employment. No such encouragements at present exist for vernacular schools, though sometimes a promising boy has been induced to remain at school by appointing him as a paid monitor or junior assistant master. Even this resource however is cut off, should a recent ruling of the Supreme Government (No. 11 G., Foreign Department, General, dated 5th January 1871) be final, that no allowance can be granted for the purpose.

21. *Effect on Hindustáni Schools.*—Owing to the insignificant number of these schools and the want of trained masters, the organization provided for them may be considered to have remained in abeyance, except in the case of the Kolár school, which, having enjoyed exceptional advantages, has followed out the course and made conspicuous progress.

22. *Continuation of the Report.*—After this retrospect, I proceed to give a few particulars regarding the various schools inspected during the year, and propose at the end of my report to add some remarks on what remains to be done for public instruction.

I. GOVERNMENT SCHOOLS.

1. District Anglo-Vernacular Schools.

School.	Number of Pupils in each class.							Total.	Number of Masters.
	Mat.	I.	II.	III.	IV.	V.	VI.		
Mysore (Rája's) B. A. I., F. A. S.	21	16	27	20	25	45	56	219	10
Hassan ...	...	16	13	12	15	14	72	142	6
Kolár ...	9	9	5	10	9	17	6	65	5

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23. *Rája's School, Mysore.*—This is the leading Government school in the Province next to the High School, Bangalore, and contains 219 pupils in the English branch. At the University examinations two candidates passed the first examination in arts, one taking the high position of fifth in the first class, the other was eighth in the second class. In matriculation four passed, one in the first class. Two of the assistant masters were removed during the year to His Highness the young Mahárája's private school to take part in instruction. Their places have been suitably filled up, and some additions made to the teaching staff. In June the rates of the school fees were considerably raised, so that an amount was realized for the year of Rs. 1,642, against Rs. 838 last year and Rs. 554 the year before. Cricket and athletic sports have been lately introduced among the boys, and are very popular.

24. After the inspection in November last, I reported as follows on the junior classes. The third and fourth classes, and especially the former, gave me much greater satisfaction than the others. I may except however the sixth, composed of little boys at all stages of the first book and alphabet. These did well according to their ability. In the third class may be discerned the nucleus of the future, composed as it is of very promising and intelligent boys, who will hardly fail to gain distinction for the school by and by as alumni of the college department.

25. The condition of the Rája's school, viewed as a whole, reflects great credit on the Head Master, Mr. J. Dunning, to whose painstaking superintendence its successful career of late is mainly due. I should be glad to see him in possession of as well qualified a staff of assistants as is now required for upholding the status of the school.

26. *Hassan District School.*—This school continues in a flourishing condition highly creditable to the Head Master, Mr. Haldwell, and an enlargement of the premises has been necessary to accommodate the increasing number of pupils. Two of the students passed in the last matriculation examination. At the annual inspection I was very pleased with the first class, and in a less degree with the second. The third and fourth classes did not do equally well, but the fifth and sixth acquitted themselves fairly. The game of cricket is cultivated among the

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boys with great zest, and former students have carried a love of it with them to other stations, as will be related in another part of the report.

27. *Kolár District School.*—This school maintains its popularity, and, as at Hassan, the school building has been extended during the past year. The candidates sent up for matriculation did not pass, but will probably do so at the next examination. One of the successful candidates from the High School was previously educated here. The first class did not do well in several of their lessons at the inspection, and the second was, I think, in a better condition. The other junior classes did fairly. But much labor has yet to be expended on the school altogether, before its condition can be looked upon as satisfactory. The recent visit of the Chief Commissioner has been a great encouragement. The Deputy Superintendent has obligingly promised, at my request, to provide the boys with a large play-ground close to the school, a boon which there is no doubt will be fully appreciated.

2. Talook Anglo-Vernacular Schools.

School.	No. of Pupils in each class.						Total.	No of Masters.
	I	II	III	IV	V	VI		
Chennapatna ...	...	4	7	...	2	5	18	2
Chikka Ballápura ...	9	4	8	11	9	20	61	4
Gundlupété	...	...	...	6	16	10	32	1
Hunasúru	...	...	9	5	11	8	33	2
Holé Narasipura ...	...	...	...	11	5	13	2[illegible]	2

28. *Chennapatna.*—This school has a number of adverse influences to contend against, arising from the character of the town and its extreme unhealthiness. The pété is inhabited principally by Musalmáns engaged in trade with the Western Coast, to which they make an annual expedition, lasting several months, and Dása Banajigaru. For the former sect there are two Hindustáni schools, where, as usual with Musalmáns, all the instruction required by the boys is obtained in their own language, and the latter sect have no desire or necessity for English.

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29. The poor and irregular attendance of pupils, and continued ill-health have had a depressing effect on the masters, as well as a report frequently brought to their ears that the school is to be given up. It is in fact a question whether the expenditure now incurred on account of this feeble institution should not be saved for application to more profitable purposes. The average daily attendance since last April has been 16 out of 21, the average number of pupils on the roll, and there seems but the faintest prospect of matters changing for the better. The masters apparently are not to blame for this state of things, which arises from circumstances beyond control.

30. *Chikka Ballápura.*—This is a very promising school, but was much disturbed some months ago by ill-feeling between some of the masters and the higher boys, which found expression in perpetually recurring petitions. Since an inquiry was made into the matter, the unpleasantness has subsided, and there has been no repetition of complaints. At the inspection the second or highest class was examined more at length than any of the others. The reading was indifferent, and the explanation of language lessons very imperfect. Arithmetic and algebra appear to have received a good deal of attention and were well done. Euclid was very unequally known. The knowledge of geography was moderate. There appeared to me a want of animation about the class. The master is an energetic teacher, and will learn by experience how the receptive powers of his pupils may be developed.

31. The third class read very well, and two of the boys acquitted themselves with much credit in all their studies. The fourth class did fairly, but were backward in arithmetic. These two classes are under the first assistant, Nádamuni Náidu, and are well managed. The fifth class calls for no particular remark. It is taught by the second assistant, Séshagiri Rao, who thus has the lightest share in the work of the school. The sixth class is in three divisions, and the results of the examination were as good as could be expected. The third assistant, P. Subba Rao, has charge of this. Though an intelligent lad, I think him decidedly too juvenile for the post.

32. *Gundlupété.*—This school contained 35 pupils at the time of inspection, belonging to the fifth and sixth classes. Its general condi-

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tion indicated attention and careful teaching on the part of the Head Master, Krishnappa. The building used for the school is rented from a local sáhukár, who wishes to have it vacated, but I induced him to consent to let the school remain in it for some time longer. The boys have formed a cricket club under the guidance of the Head Master, who was one of the first eleven at the Hassan School. The manner in which they confided to me their opinion that "cricket is a good play," shewed that they enjoyed it immensely.

33. *Hunasúru.*—From the register of admissions it appears that 249 boys have passed through this school since its establishment in March 1861. Of those who have joined the Bangalore High School, one matriculated in 1869 after a few months' study there. Many former pupils are doing well in Government employ. The results of the last examination were favorable in most of the subjects of instruction. Arithmetic however was very badly done in the third class (the highest.) Both the Head Master (Mr. Wright) and his assistant (Marisámi) have evidently striven to do their duty, though I fear that the former, from mistaken ideas of discipline and not from any want of feeling, is rather given to terrorising his pupils.

34. *Holé Narsipura.*—This school has made improvement during the year, but is still not up to the mark. The Head Master, (Késavaiya) who teaches the second and fifth classes, will improve as he gains experience. The assistant, (Séshagiri Rao) in charge of the fourth and sixth classes, has lately been transferred to this station, and is carrying on his duties steadily.

3. Talook Kanarese Schools.

35. Bangalore District.—Of the thirteen talooks of this district ten are provided with Kanarese schools. Bangalore, Anekallu and Kánakánahalli remain. The first is so well supplied with schools of all descriptions, that the establishment of a Government Kanarese school may very well be dispensed with. Anekallu also has a good school, connected with the London Mission. Should this be given up, a talook school would be required. Kánakánahalli formerly had a Government school, but owing to the little support received from the people it was closed in 1867. It is believed that a desire now exists for its re-establishment, due perhaps to the influence of the present enlightened Amildar.

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School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Chennapatna ...	...	...	...	8	11	20	39	2
Closepété ...	...	...	20	20	40	...	80	2
Dévanahalli ...	...	...	10	27	...	...	37	1
Dodda Ballápura ...	...	6	5	8	18	62	99	5
Kengéri ...	...	...	12	30	...	...	42	1
Mágadi ...	...	...	6	22	4	29	61	2
Nelamangala ...	...	...	5	14	14	14	47	2
Yelahanka ...	...	3	11	30	...	...	44	2

36. *Chennapatna.*—This school contains only half the number of pupils that had joined it previous to the setting in of the sickly season in November. The present Head Master does not seem at all suited for the work in this school, and many of the best boys have left since his taking charge of it. He has no doubt been a great sufferer from fever, but, apart from this, has been wanting in proper attention to the interests of the school. The assistant, Reddi Cheluvaiya, seems to have worked well; but during the last few months has not exerted his influence as before, partly owing to the counteraction of his efforts by the Head Master. The school however is a hopeful one, and with the return of a healthier season and the appointment of an efficient Head Master, I expect to see the classes again filled.

37. *Closepété.*—This school has a good and increasing attendance, and under the present Head Master has made very satisfactory progress. Another assistant seems necessary.

38. *Dévanahalli.*—The attendance is poor for such a large place, but the boys have been well taught, and the master evidently takes an interest in the work. He complains that the boys will not remain at school after passing through the third class, being satisfied with their attainments up to that point.

39. I was addressed on the subject of an English school by about 15 very respectable lads who were present during the examination as spectators. They were pupils of the late English school, and attributed

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its abolition entirely to the master now dismissed. They promised a regular attendance of 25 pupils, should it be re-opened. I held out no hope that their request would be complied with.

40. It is a matter for regret that the late English master should so long have remained in charge of the school to the prejudice of educational interests in the town. Every opportunity that offers will be availed of to re-awaken an interest in the school on the part of the residents.

41. *Dodda Ballápura.*—The attendance at this school, though still high, has fallen off very much during the past year. This may be attributed to the setting up of two private schools within the town, close to the houses in which the boys live. The Government school being outside the town, and at a considerable distance from some parts, is thus placed at a disadvantage compared with these inferior schools closer at hand. At the same time there did not appear to me sufficiently decided evidence that the boys in the Government school had been carefully taught. The Head Master takes the second and third classes together, and so little distinction seemed to be preserved between them, that they may virtually be deemed one class. The lessons were at the best imperfectly done.

42. *Kengéri.*—This is a new school and opened in supersession of a flourishing hóbli school, since removed to a neighbouring village. The progress has been good in proportion to the time the boys have been under instruction. The school premises are very confined, but no other place is procurable.

43. *Mágadi.*—This school has a large attendance and appears to enjoy, along with the master, a considerable measure of popularity. The want of Telugu instruction, however, is represented as a drawback, and I have directed that lessons should be given in that language to those who desire it, until a master can be appointed especially for it.

44. *Nelamangala.*—After an inspection in September I reported as follows on this school. "The number of pupils is very encouraging, but the standard of the school is low, owing to its comparatively recent establishment. A third class will now be formed however, and promotions made throughout. The results of the examination were on the whole creditable. The great drawback is the inability of the two mas-

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ters to superintend effectually the studies of so large a number of pupils." I regret that since that time the progress of the school has been interfered with by the removal of the Head Master for a short time to an acting appointment in the Second Circle, his *locum tenens* having managed to drive away a large number of the boys.

45. *Yelahanka.*—I was not altogether satisfied with the examination of this school. Though pains had evidently been taken with the pupils, there was a want of method in the instruction. The master is an exceedingly clever man, a Vaidíka Brahman, but he has, I think, yielded too much to the wishes of the boys and their parents as to the lessons they desire to have taught in the school. Arithmetic was imperfectly understood. The language lessons were better done. I consider that the school is a very improvable one. The Amildar and other officials give it every countenance, and the people of the place seem to feel an interest in it. When the new premises have been erected it will be easier for the master to maintain proper oversight of the school than is possible in the present confined building.

46. Kolar District.—Every talook in this district has a Kanarese school, altogether eleven in number. They are situated, with the exception of one in Málúru Talook, at the head quarter station ; but as the London Mission maintained a school in Málúru, the talook school was established in Narsápura, a large village, 12 miles away.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I.	II.	III.	IV.				
				A.	B.	C.		
Bágépalli ...	...	...	8	13	...	...	21	1
Bowringpété ...	...	...	...	11	7	12	30	1
Chikka Ballápura ...	...	...	2	13	12	34	61	2
Chintámani ...	...	2	9	8	12	20	51	2
Góribidanúru ...	...	...	6	16	...	...	22	1
Gudibanda ...	...	...	12	16	16	14	58	1
Kolár ...	...	4	16	56	...	...	76	2
Mulabágalu ...	...	5	8	22	...	...	35	2
Narsápura ...	...	3	6	21	...	...	30	1
Srínivásapura ...	...	...	...	16	...	...	16	2
Sidlaghatta ...	...	...	10	14	...	...	24	1

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47. *Bágépalli.*—I found this school in anything but a flourishing state. It is held in the temple of Vignéshvara, but I examined the boys in the talook cutcherry, where they had been drawn up without my knowledge to prevent the desecration of the temple, which would have resulted from my admission. The lessons had been fairly taught, and questions in geography especially were answered with great readiness, but the irregular attendance of the boys had interfered with their progress. I endeavoured to interest them in the matter of their education and I would hope successfully. It appears that the town does not contain so many boys as might be expected. Several families have none, but girls seem to be abundant.

48. *Bowringpété.*—This is a new school, and has made a fair beginning. The Amildar has with difficulty obtained accommodation for it, all the available buildings, which are not many, having been taken up by the Inam Commission. The inhabitants of the place, besides officials, are mostly traders from various parts, settled here on account of the railway. Hence it is no matter for surprise that they have a greater desire for instruction in English than in Kanarese. As the master knows a little, I have allowed him to make his own arrangements in the matter out of school hours.

49. *Chikka Ballápura.*—This school has two masters, and is virtually composed of two schools, for the boys in the assistant master's charge will, it appears, be withdrawn by their parents, unless they remain in his class. This confidence in him arises from their knowledge of him as an old private teacher in the town. The single boy in the third class did well. His companions have only recently withdrawn from the school. The A division of the fourth class were also ready with their lessons. I was much pleased with the junior divisions under the assistant master.

50. *Chintámani.*—This school is in a very flourishing condition, and has been conducted in a manner creditable to the Head Master. The talook officials and leading merchants of this great trading place take much interest in it. The latter, with the true commercial instinct, narrowly watch the progress of their boys, unwilling to prolong their education beyond the limit of what appears to them of practical use,

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and equally anxious that no time shall be wasted in acquiring the ideal *quantum* of knowledge. The boys too seem to be possessed with a keen spirit of competition, determined to get as much as possible in return for the sums spent on books and school fees.

51. *Góribidanúru.*—Though this school is not what it was three years ago, under Hóblappa, still it has recovered in great measure from the decline that took place after he left. The lessons have been well taught, and the master, in spite of some ridiculous affectation, may be commended for the results.

52. *Gudibanda.*—Every boy was present in his place at the inspection, and the Amildar (since dead, I regret to say) and principal residents were spectators of the examination, which appeared to interest them. Once or twice I was interrupted for information regarding the subjects which came up in connection with the boys' lessons. The present state of Ceylon seemed quite unknown to the auditors and almost incredible. The accuracy of the notions derived from the ancient shástrás had never apparently been even questioned. "Is not Vibhíshana there ?" I was asked in the most ingenuous manner. It gives me pleasure to report that the examination was very creditable. The school has been well managed and well taught, and its condition is gratifying both as regards the numbers in attendance and the prospect of its increase and improvement.

53. *Kolár.*—I was somewhat disappointed with the examination of this school, as I had been led to expect unusual indications of progress. The shortcomings of the boys, as is customary at inspections, were attributed to their nervousness and fear of the presence of a European examiner. Something no doubt should be allowed for this, but I do not think it sufficient entirely to account for the indifferent way in which the language lessons were done. The school, however, is well attended, and continually increasing, and the master desirous of advancing himself. On the occupation of better premises, and under the eye of the English Head Master, matters will no doubt be greatly improved.

54. *Mulabágalu.*—This school is in a very creditable condition due to the active interest of the Head Master. Nearly all the lessons of the second class, the highest, have been marked in my report as "very

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good." An attempt has been made to teach Euclid, but it is entirely a matter of memory.

55. *Narasápura.*—Although the second and third classes here contain only a single boy each, they have been satisfactorily taught, and the school is generally in very good order.

56, *Srínivíspura.*—This school is probably as well attended as the premises now occupied will allow, but its condition leaves much to be desired. When the building now in progress is completed, more effective arrangements will be possible, and I incline to think that a change of masters may be beneficial. Recommendations on this head will bes ubmitted. The Kanarese assistant seems a very suitable man for his work.

57. *Sidlaghatta.*—The experimental removal of this school to a rented building within the town has resulted in attracting 33 pupils in place of 5, the highest number from March to September last, and the tendency is to a still further increase. The classes have been very fairly taught. The single boy in the second class, who aims at being made an assistant master, is the only pupil I have met with in the talook schools that has an intelligent understanding of the problems in Euclid. He has not however as yet advanced very far in geometry. The unused school building is well looked after by the Amildar, but the walls being full of white ants it is continually subject to injury. As there is little prospect that children from the town will frequent it, I would suggest the advisability of disposing of the building to the Public Works Department, to be used as a traveller's bungalow, which is much needed in that direction, and the construction with the funds thus made available of a new school in the town.

58. Mysore District.—This district contains thirteen talooks, in eleven of which Kanarese schools have been established. But as from this year the Mysore Ashtagram and Patna Ashtagram Talooks are to be amalgamated into one, called the Ashtagram Talook, there really remains only one school to be provided, namely in the Periyápatna Talook. As soon as sanction is obtained, a purely Kanarese branch will be opened in connection with the English school now carried on at Hunasúru, the head quarters, thus filling up the complement of talook Kanarese schools for this district.

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SCHOOL.	No. of pupils in each class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Chámarájanagara ...	...	...	13	35	...	...	48	1
Gundlupété ...	...	...	4	7	19	...	30	1
Maddúru	...	...	3	27	...	...	30	1
Mallavalli ...	...	...	7	31	...	...	38	1
Mandya	...	5	13	12	15	...	45	1
Mysore	...	7	11	109	...	...	127	2
Nanjanagúdu ...	...	6	14	24	14	...	58	1
Narasipura (Talakádú)	...	...	4	5	16	...	25	1
Sargúru	...	...	...	42	...	...	42	1
Seringapatam ...	...	...	...	18	...	...	18	1
Yedatoré	...	...	7	13	...	...	20	1

59. *Chámarájanagara.*—This school is in charge of a young and inexperienced master, the results of whose teaching are very meagre. He has not a single book on arithmetic in the school, and the Kanarese map of the World appears to have been kept in his house and never shewn to the boys since it happened to fall down, soon after arrival. The state of the school is not at all satisfactory, which is much to be regretted in so large and flourishing a town. I will submit a separate proposition regarding the appointment of a better master and an assistant. The school is held in the Nagár Khána of the Rája's empty palace. This Nagár Khána, with some inconsiderable repairs and alterations, would make a good school house, and is well situated for all parts of the town. I would suggest an application being addressed to His Highness's Guardian for a grant of it for educational purposes, at all events until the accession of the young Mahárája, when it may possibly be again required for the palace service.

60. *Gundlupété.*—This is at present an elementary school, but has made good progress, and is a valuable adjunct to the English school held in the same building.

61. *Maddúru.*—This is a poor and miserably attended school. The master has no doubt been very ill, and during my inspection could scarcely stand, but he does not appear to me a man ever likely to suc-

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ceed in getting up a good school, especially in a place so depressed as Maddúru now is. The school-room I found arranged in the most confused manner, with all the windows and doors shut, except half the principal entrance. No one would have supposed the building was occupied, much less that a number of school boys were within. As the awkward and exposed situation of the school building renders it almost necessary to keep it shut, I recommend that a fence of stone posts with wooden bars between, be carried along the front, as far as the corner of the adjoining bungalow compound, where it touches the main road, the gateway of the latter being moved from its present position to that corner. A few shrubs might then be planted in front to shelter the building a little from the road and give it a more inviting appearance. On the remaining undefended side of the triangular patch of ground on which the school is built, a low mud wall would be the best protection.

62. *Mallavalli.*—This school has been established only a very short time, and has been well taught so far. With good management a large number of pupils should be collected here, as the town is extensive and well populated. Several candidates for admission were present at the inspection. The rented school room, situated in the fort, is not at all suitable for the purpose, but I made arrangements for obtaining a larger and cleaner place, now temporarily occupied by the Amildar.

63. *Mandya.*—I am disposed to give this school the highest place among the Kanarese schools of this district, next to the one at Mysore in connection with the Rája's school. The third class, which is the most advanced, has been almost broken up by sickness; but the pupils intend returning when the feverish season has passed. The master has evidently taken great trouble with his boys, and the number is large enough to warrant the appointment of an assistant. The rented school building is not altogether suitable, but no better place seems to be procurable.

64. *Mysore.*—This is our largest Kanarese school, and contained at the time of inspection 145 pupils. A second class has been formed, and some additional assistance provided for Mallappa, the able head of the school. Some scholarships might with very good effect be attached to it, according to a proposal which I submitted some time ago.

65. *Nanjanagúdu.*—This school has a good attendance, and ap-

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pears to be fairly conducted, but requires to be watched. It will henceforward have a second class, and the assistance of another master is needed. The building is in want of repairs, and has not a single mat. The floor, however, is so far uninjured. Some enclosure to the school ground is highly necessary, as it now looks very untidy, and is the regular resort of cattle.

66. *Narasipura.* (Talakádu.)—The following report was made after my inspection, in January. "This school had a better attendance two months ago, but on the transfer of the Amildar and several officials to other talooks, 15 of the principal boys were withdrawn to accompany their parents. The remaining boys seem to have been well taught. The small house rented for the school is in the utmost degree dark and confined, there being no opening provided but the door. Light and air were, however, admitted by the simple expedient of telling the peon to put up his hand and remove some tiles from the roof. Before leaving the town, I was fortunate in securing a large roomy house for the school, to which it has since been removed."

67. *Sargúru.*—This is a poorly attended school, and the instruction far from satisfactory. In arithmetic, for want of books, the master has picked out such rules from the advanced second part of Colenso as he imagined could be worked by rote. Hence the A division of the fourth class have been doing sums in partnership! The school building, an enclosed chatram, is as unpleasant a place as I have ever examined boys in. The floor of the room rises in stages of about 3 feet high, and it has no opening for light or air, except some small windows in the front on the lower stage. The confined nature of the upper stage, on which the school is held, may therefore be conjectured. The building is not safe, and a portion is very likely to fall down during heavy rain. No other place appears to be procurable. I therefore recommend that steps be taken for the erection of a school house. This should be situated between Sargúru and Togatagere, a large suburb, where there is an indigenous school containing upwards of 30 boys, whose parents have engaged to send them to the Government school on this private master being made an assistant, an arrangement which I propose for sanction.

68. *Seringapatam.*—This is a new school, but being established in supersession of a very flourishing hóbli school, for the transfer of which

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no orders were given, and in proximity to a Kanarese school proposed for a grant-in-aid, it is poorly attended. The boys are as yet of the lowest grade, or fourth class, but have been well taught. The master is a steady painstaking teacher. In my opinion it would be well to amalgamate the talook and hóbli schools. The school is held in a very large and lofty stone mantapam, of the most massive construction. It would make an admirable school house with some alterations and repairs.

69. *Yedatoré.*—This town contains a very large number of Vaidíka Brahmans, supported in the agrahára endowed by a near relation of the late Mahárája. But owing to their being thus relieved from the necessity of earning a livelihood, the boys have no inclination to study Kanarese, and there is a poor attendance of pupils at the Government school. The building rented for the school is too small and dark. I arranged, however, for the occupation of a much more suitable and convenient house from next month.

70. Hassan District.—There are ten talooks in this district, and nine of them have schools of this grade. The remaining talook of Mahárájanadurga presents no field for a school at Alúru, the head quarters. I therefore recommend the establishment of one at Gorúru, a flourishing and populous place on the banks of the Hémávati. The people are anxious for it, and I believe the Deputy Superintendent agrees with me in considering the locality the most suitable in the talook.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Arakalagúdu ...	...	1	4	45	...	...	50	1
Attikuppa ...	..	...	7	28	...	...	35	1
Bélúru	...	...	5	27	...	...	32	2
Háranahalli ...	...	...	5	33	...	...	38	1
Hassan *	...	...	...	...	...	...	...	1
Nágamangala ...	...	...	4	24	...	...	28	1
Narasipura ...	...	6	11	69	...	...	86	2
Nuggihalli ...	...	...	5	24	...	...	29	1
Sakaléspura ...	...	...	7	23	...	...	30	1

* Opening unavoidably delayed.

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71. *Arakalagúdu.*—The attendance at this school is improving, and the Amildar has allotted a talook peon to assist in conducting little boys to and from school along the exposed tank bund, which has long been a hindrance to the attendance of boys from the fort. The compound has been neatly enclosed with an aloe hedge, and a path made up to the school, all which was much needed, as pointed out by me three or four years ago.

72. *Attikuppa.*—This school has suffered from the action of some talook officials, who provided themselves six months ago with a private English teacher, and withdrew a number of the best boys to learn that language. I had an interview with them, and they agreed to send their boys to the Government school in the morning to learn Kanarese, reserving the afternoon for English. The Government school-master is a good teacher, but somewhat too quiet in his manner. The single boy in the third class did not answer well, which was evidently owing to nervousness, this being the first occasion on which the school has been inspected.

73. *Bélúru.*—The state of this school was below my expectation. There was reason to suspect that the entire instruction had been carried on single handed by the assistant, Gundappa, a suspicion not removed by observing that all the boys and apparatus were crowded into one room, the other being empty. I had the whole of the arrangements altered, and the classes properly distributed in the two rooms, one teacher being stationed in each. It would be a good thing if the head master, who was a Shékdar before entering the educational service, could be pensioned or removed to some suitable position in the Revenue Department. The assistant master might then with advantage have independent charge of the school. Failing any such arrangement, I recommend an increase of the pay of the latter from Rs. 10 to Rs. 12, a reward which he fully merits.

74. *Háranahalli.*—The school is now well attended, and the two masters appear to be very popular. The head master has, I fear, allowed the Sanskrit instruction, which he gives to some young men in the town, to interfere with his legitimate duties; but the people are no doubt somewhat difficult to deal with, as is generally the case where Lingáyets predominate. He said they objected to the Government course of study,

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and refused to buy the appointed books. I at once called a meeting of the principal residents and explained to them the intentions of Government, and replied to the objections raised. They then professed to be satisfied with what was stated, said that their opposition arose from ignorance and dislike to new-fangled subjects of instruction for their children, and promised henceforward to raise no objections to the Government system. The head master, dubious of their professed acquiescence, read over the list of appointed studies *seriatim*, dwelling with emphasis on the objectionable items of history, geography, &c; but without eliciting any sign of a wavering resolution. It is to be hoped therefore that the school will now get on. The assistant master, I have to bring to notice, is still without salary. He will do well for the place, and has the confidence of the people. Longer delay in sanctioning his pay must be prejudicial to the interests of the school.

75. *Nágamangala.*—This school is in a good condition, and is ably and methodically conducted by the head master, lately a hóbli training master. The highest class, a third, contains only two boys, but those in the first division of the fourth are quite equal to the third class boys in many other schools. One of the pupils is a girl. The premises are not conveniently situated, and have, besides, the reputation of being haunted, which is no recommendation to a native school. I propose for a new school building, a site near the talook cutcherry, which will be a central position, and enable boys from the pété to attend, which the distance it is said now prevents.

76. *Holé Narasipura.*—This is the largest and best of the Kanarese schools in the Hassan District, and is exceedingly well taught. I very strongly recommend Siddappa, the assistant master, for an increase of pay from Rs. 8 to Rs. 10, to which he has fully established a claim by his faithful service. It will be remembered that he became connected with the Government school in 1866 under rather interesting circumstances.

77. *Nuggihalli.*—This school, only a month old when I inspected it in December, has made a very promising commencement, and the master has enlisted the good will of the residents of the place, a large number of whom are Shrivaishnava Brahmans. The school premises are commodious and well situated.

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78. *Sakaléspura.*—This school is no doubt better than it has been for some time past, but still it is far from satisfactory. The master was praised for his diligence by the talook officials, but seems to be unpopular with many. He has built a thatched mud hut for himself beside the school, which I have ordered should be removed. He also sets apart one room of the school for his own use at night, all the instruction being carried on in the other. This practice, I directed, should be at once stopped, and had his things moved out and the benches and desks properly arranged in the two rooms. I recommend that in consideration of the climate of the place the master's pay should be fixed at Rs. 20 instead of Rs. 15, and I further propose that an assistant, for which sanction exists, should be appointed. The school compound requires enclosing and the construction of some steps leading to it from the main road, which is about 3 feet higher than the level of the building.

4. Telugu Schools.

79. The extent to which Telugu was spoken in the Mysore was not considered in the original proposals regarding State education, only English and Kanarese, the official languages, being taken into cognizance. As soon as it came within my observation I made a representation on the subject with especial reference to the Kolár District, where Telugu predominates. This was in 1866. But it was not till 1868, when I was acting as Director of Public Instruction, that sanction was obtained for establishing any Telugu schools. There are now five, all in the Kolár District. Yet another is required at Sidlaghatta, and there is also an application for one at Mágadi in the Bangalore District.

School.	No. of Pupils in each Class.						Total.	No. of Masters.
	I	II	III	IV				
				A	B	C		
Chikka Ballápura ...	...	...	...	7	7	26	40	1
Chintámani ...	...	...	...	8	14	13	35	1
Kolár	...	...	...	8	3	21	32	1 Volunteer.
Mulabágalu ...	...	...	8	15	4	26	53	1
Sríniváspura ...	...	...	...	18	...	...	18	1

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80. *Chikka Ballápura.*—This school is the most recently established of the Telugu schools, but contains 40 pupils, and is making good progress. The others have been reported on as follows.

81. *Chintámani.*—The Telugu branch is an indispensable adjunct to the Government school at this place. The examination was conducted before me by Krishnamáchári, the master of the Government girls' school, and formerly for many years a successful Telugu teacher in the town. The pupils appeared to have been well prepared.

82. *Kolár.*—The Telugu school here is comparatively new, but is well appreciated by the people, and I have to request that sanction may be obtained for the services of a Telugu master to take charge of it. There is a volunteer at present doing the duty under the supervision of the Kanarese master.

83. *Mulabágalu.*—This is the most advanced of the Telugu schools, and has been very satisfactorily taught. It contains two girls. The help of an assistant is absolutely required, and I beg to recommend the volunteer now acting for entertainment as a paid teacher.

84. *Srínivászpura.*—This branch contains a greater number of pupils than the Kanarese, and the results of the examination were very fair. The premises now under construction will provide more room for it, and admit of the classification being improved.

5. Hindustani Schools.

85. In a former part of this report the want of trained masters was mentioned as having prevented the extension of Hindustáni schools under the direct control of Government. The formation of a Hindustáni Normal Class last year has provided the means of remedying this defect, and it will soon be possible to establish more methodically conducted schools than those which exist under private management.

School.	No. of Pupils in each Class.				Total.	No. of Masters.
	I.	II.	III.	IV.		
Kolár	4	6	18	35	63	3
Mysore	...	...	8	12	20	1
Chikka Ballápura ...	...	...	...	27	27	1

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86. *Kolár.*—This school continues to be *facile princeps* of its class. The Head Master, Husén Naváz Khán, who has for several years presided over it with so much efficiency, has been lately promoted to Mysore. I trust that the arrangements made to supply his place will prove favorable to the future progress of the school.

87. *Mysore.*—This school has been many years in existence, but conducted in a very languid manner and with but a handful of pupils. Under the new head master matters have changed for the better, and in another year it should be a large and flourishing school.

88. *Chikka Ballápura.*—This is of recent establishment, and has made a very promising beginning under the certificated master, the first who has been appointed from the Hindustáni Normal Class. The school is indebted to the Assistant Superintendent, Mr. Mahammad Ali, for his active interest and support.

6. Hobli or Village Schools.

89. A native Sub-Deputy Inspector in each district examines these schools every four months, but during my circuits I have myself gone to all those which could be visited without too great a detour from my route. In addition to this, at the annual assembly of hóbli school masters for inspection, I have personally come into contact with each individual master and obtained from his own lips an account of the progress of his school and the feeling of the people with regard to it. The information in this manner obtained both by observation and testimony, and indirectly from other sources, confirms the opinion that these schools are exercising no light influence on the agricultural and rural population. How far they answer the end of circle schools will be considered in another part of the report.

90. The annual convocation of hóbli school masters in each district for the purpose of examination is attended with advantages; but I am inclined to think that it would cause less interruption to assemble them by talooks, as I originally intended. At the time of inspecting any talook school all the hóbli masters of that talook would come up for inspection too, accompanied by some of their most advanced pupils. The plan of summoning them by districts was convenient at first, as the number was small, and the Inspector's time fully taken up with

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other arrangements connected with the introduction of the hóbli schools. It seems however now desirable to revert to the system contemplated at the beginning. The Inspector will thus be able to arrange for at once visiting the schools that most need his attention while in their immediate neighbourhood.

91. Bangalore District.—This district contains 76 hóblís, in 65 of which schools have been established. The eleven vacant hóblís are situated principally in the southern talooks. For their benefit the divisional training school was located at Chennapatna, and but for the extreme unhealthiness which prevailed throughout that part of the district during the cold months, and which drove away many of the students who had placed themselves under training, I should now have been able to report the occupation of every hóbli. By the end of May, however, this will be accomplished.

92. The Sub-Deputy Inspector, Dakshiná Múrti Sástri, has been very active in the discharge of his duties, and evidently feels an interest and pride in the work. In his report he has divided the hóbli schools of the district into three classes; 1st. Those in which both attendance and progress are good: 2nd. Those in which the attendance is good, but progress not satisfactory: 3rd. Those in which neither attendance nor progress are satisfactory. In the first class he places 31 schools, 17 in the second, and 13 in the third. Of the castes to which the pupils belong, it is stated that 376 are Brahmans, 80 Musalmáns and 1,170 ryots and other Súdrás. There are altogether 23 girls in the schools, and 93 adult night students. Detailed information will be found in the following table.

No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Anekallu Talook.										
1	Attibele ...	Attibele ...	..	..	8	5	22	...	...	35	2
2	Háragadde ...	Háragadde ...	...	...	1	6	7	...	...	14	1
3	Iggalúru ...	Iggalúru ...	...	...	...	...	11	...	...	11	1
4	Jigani ...	Jigani ...	...	..	..	4	16	...	...	20	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Bangalore Talook.										
5	Agara ...	Agara ...	...	...	7	3	16	...	...	26	1
6	Yesavanchapura ..	Hebbála ...	..	...	5	9	12	...	...	26	1
	Chennapatna Talook.										
7	Chennapatna ..	Mailnáyakanahosa-halli ...	...	...	...	7	10	...	...	17	1
8	Honganúru ...	Honganúru ...	...	...	6	4	14	...	4	28	1
9	Molúru ...	Molúru ...	...	...	6	5	9	...	...	20	1
10	Múdigere ...	Mákunda ...	...	...	...	...	14	...	...	14	1
11	Virupákshipura ...	Akkyúru ...	...	...	...	...	15	...	...	15	1
	Closepete Talook.										
12	Bhairamangala ...	Bhairamangala ..	...	...	...	...	21	...	...	21	1
13	Closepété ...	Sugganahalli ...	..	...	...	...	15	...	...	15	1
14	Kúnagallu ...	Kúnagallu ...	...	...	...	...	7	...	...	7	1
15	Mákali ...	Jálavangala ...	...	2	...	...	...	...	...	2	1
	Devanahalli Talook.										
16	Búdigere ..	Búdigere ..	...	...	9	24	39	4	9	85	2
17	Chennaráyapatna...	Chennaráyapatna..	...	...	4	10	7	2	2	25	1
18	Dévanahalli ...	Kannamangala ...	...	...	...	7	20	3	...	30	1
19	Jangamakóté ...	Jangamakóté ...	...	...	4	4	9	...	...	17	1
20	Kalluhalli ...	Kyálanúru ...	...	...	5	10	10	...	..	25	1
21	Kundána ...	Bírasandra ...	...	...	...	...	15	...	...	15	1
22	Vadigénahalli ...	Mulúru ...	...	...	3	17	6	1	...	27	1
	Dodda Ballapura Talook.										
23	Dodda Ballápura...	Aralumalligé ...	...	...	...	...	10	...	...	10	1
24	Honnávára ...	Honnávára ...	...	...	6	3	17	1	...	17	1
25	Hulikunté ...	Hulikunté ...	...	...	...	...	15	...	...	15	1
26	Kákólu ...	Kákolu ...	...	...	...	...	0	...	...	10	1
27	Kódihalli ...	Márasandra ...	...	...	3	6	8	...	7	24	1
28	Rájaghatta ...	Melékóté ...	...	...	...	4	38	...	...	42	1
29	Tippúru ...	Hanabé ...	...	..	4	8	12	...	...	24	1
30	Túbagere ...	Túbagere ...	..	...	6	16	18	...	4	44	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Hosakote Talook.										
31	Gubbi ..	Bidaruhalli ...	...	...	6	8	8	4	2	28	1
32	Hosakóté ...	Lakkondahalli ...	...	...	...	10	11	...	5	26	1
33	Hullúru ...	Távarekere ..	...	..	5	2	7	...	2	16	1
34	Kádgudi ...	Kádgudi ...	...	..	12	8	12	...	18	50	1
35	Nandagudi ..	Hindiganálu ...	...	...	10	9	26	...	...	45	1
36	Súlibelé ...	Súlibelé ...	...	...	10	10	26	...	...	46	1
37	Vágatta ..	Vágatta ...	...	...	15	8	13	...	12	48	1
	Kanaknahalli Talook.										
38	Hároh alli ...	Hároh alli ..	...	...	...	...	15	...	...	15	1
39	Kánakánahalli ...	Kánakánahalli ...	...	...	...	...	16	...	...	16	1
40	Mudavádi ..	Mudavádi ...	...	...	...	...	30	...	...	30	1
41	Tungáni ..	Tungáni ...	...	...	...	...	16	...	...	16	1
	Kengeri Talook.										
42	Bidadi ...	Bidadi ...	...	...	12	12	10	...	...	34	1
43	Kengéri ...	Chikkanahalli ...	...	...	2	4	20	...	...	26	1
44	Távarékere ...	Távarékere ...	...	...	4	6	10	1	...	21	1
45	Uttarahalli ..	Uttarahalli ...	...	...	2	3	8	...	10	23	1
	Magadi Talook.										
46	Gudémárnahalli ...	Mótaganhalli ...	...	...	10	8	20	...	...	38	1
47	Hulikallu ...	Hulikallu ...	...	...	4	4	14	...	...	22	1
48	Kudúru ...	Kudúru ...	...	2	8	7	28	...	...	45	1
49	Sátanúru ..	Kálya ...	...	...	...	...	...	...	...	...	...
50	Sólúru ...	Sólúru ...	...	2	8	10	29	...	...	49	1
	Nelamangala Talook.										
51	Bégúru ...	Bégúru ...	...	...	5	4	6	3	...	18	1
52	Doddabelé ...	Doddabelé ...	...	...	...	...	13	...	...	13	1
53	Mailnahalli ...	Mailnahalli ...	...	...	14	4	6	4	8	36	1
54	Nelamangala ...	Alúru ...	...	...	...	2	16	...	...	18	1
55	Nijagallu ...	Dobbspété ...	...	...	4	3	5	...	...	12	1
56	Sondékoppa ..	Sondékoppa ...	...	5	7	7	21	...	6	46	1
57	Tyámagondlu ...	Billankóté ...	...	...	6	2	5	...	...	13	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No of Masters.
	Sarjapura Talook.										
58	Bégúru ...	Bégúru ...	...	...	5	5	12	...	...	22	1
59	Bidarakuppé ..	Bidarakuppé ...	...	...	...	...	22	...	...	22	1
60	Mugalúru ...	Mugalúru ...	...	...	9	8	8	..	...	25	1
61	Sarjápura ..	Dommasandra ...	...	...	4	7	36	...	...	47	1
62	Vartúru ...	Gunjúru ...	...	...	9	9	18	...	...	36	1
	Yelahanka Talook.										
63	Jála ...	Bettadalasúru ...	...	...	4	5	12	...	4	25	1
64	Krishnarájapura ...	Krishnarájapura ...	...	...	...	...	10	...	...	10	1
65	Yelahanka ..	Bánávára ...	...	...	5	5	14	...	...	24	1

93. *Anekallu Talook.*—The school at Attibelé is the only one in this talook in a satisfactory condition.

94. *Bangalore Talook.*—Both the schools, Agara (better known to the Hunt and frequenters of the Royal Artillery practice as Agram) and Hebbála, are well reported of, especially the former. The majority of the pupils are of the ryot class.

95. *Chennapatna Talook.*—All good schools, and improving. At Molúru the establishment of a Sanskrit school has drawn away some pupils, and at Mailnáyakana Hosahalli the prevalence of fever has led to many desertions. Mákunda is entirely inhabited by ryots.

96. *Closepété Talook.*—Jálavangala had some months ago the largest school in the district, but owing to dissensions among the people a current of ill-feeling set in against it. No blame is attached to the master, who is one of the best of our hóbli teachers. Sugganahalli and Bhairamangala schools are doing well, the latter quite a new one.

97. *Dévanahalli Talook.*—Búdigere school is the best here, and has the largest attendance of any in the district. Its progress is described as

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uniformly good. Jangamakóté school has been disturbed by factious disputes and the opposition of a deserter from the training school, who should be made to refund the advances received by him from Government. The Mélúru master wants experience in teaching, but the school is likely to improve, as also that at Bírasandra. Kyálanúru school is not doing so well as it should. Kannamangala school is satisfactory. Chennaráyapatna is a small place, but there is no larger village in the hóbli.

98. *Dodda Ballápura Talook.*—Túbagere and Márasandra schools have good masters, and are getting on well. The Hanabé master is a very unsatisfactory man. Honnávár school will be better attended after the harvest work is over. Melékóté school is in an improving condition. The others are comparatively new and require a longer trial.

99. *Hósakoté Talook.*—Kádgudi, Súlibelé and Vágatta have large and flourishing schools. In the second of these places there are also three private schools of the old stamp. All the other schools are making good progress, except Távarékere, which at first declined very much under the present master. It is now picking up again.

100. *Kánakánahalli Talook.*—Two months ago there was not a school in this talook. There are now four, all of which have made a promising commencement.

101. *Kengéri Talook.*—All the schools are doing well. The Chikkanahalli master is a clever man, and had his school in Kengéri until the talook school was established there. His present pupils are every one children of ryots. The master first appointed to Uttarahalli absconded, and no clue could be found to his whereabouts. He was, however, at last traced out, and made to refund the money received by him while under training, amounting to Rupees 65.

102. *Mágadi Talook.*—Sólúru, Kudúru and Mótaganhalli schools are all flourishing. At Hulikallu the people have taken a dislike to the master, apparently from no fault of his. He will, however, be exchanged with some one else.

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103. *Nelamangala Talook.*—There are very good schools at Sondékoppa and Mainahalli. Alúru and Bégúru schools are improving. Dobbspété school, being poorly attended, has been transferred to Yelekétanahalli, and Billankóté school to Tyámagondlu.

104. *Sarjápura Talook.*—Dommasandra and Gunjúru schools are very well reported of, and those at Mugalúru and Bidarakuppé are also getting on fairly. Bégúru school is less satisfactory, but will improve.

105. *Yelahanka Talook.*—Bettadalasúru and Bánávára schools are satisfactory. Krishnarájapura school suffered very much from the continual absence of the master. A new man has now been appointed, and it will probably recover itself in a few months.

106. Kolar District.—Out of 81 hóblís 78 have been occupied with schools. The remaining 3 will be filled up in another month, so that the settlement of this district may be reported as complete. The Sub-Deputy Inspector, Shámáchári, has somewhat abated his original activity, but the schools generally appear to have been properly looked after, and a large number are in a flourishing state. Permission has been given as in the case of the talook schools of this district to introduce Telugu lessons wherever required.

107. Almost every caste is represented among the pupils. Ludicrous efforts are sometimes made to retain a higher position in the school class in virtue of caste than can be made good by personal ability. The Sub-Deputy Inspector humorously describes the elongated face of the Shánbhóg in a certain village when he sees his son always taken down at the public examinations by the younger boy of one of his peons. The number of girls at present is 15. There appear to be some scruples as to the propriety of their attending the same schools with boys. But this objection it should not be difficult to overrule in small country places. The number of adult night students is very much less than it was some months ago. It is only at seasons when field work is slack, that this class of pupils will attend. A rise in the price of lamp oil seems, however, to have driven away some, as they are all required to contribute towards the expense of lighting.

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Ambajidurga Talook.										
1	Ambájidurga ...	Uppárpété ...	...	...	7	9	10	...	...	26	1
2	Chintámani ...	Ganjúru ...	...	...	7	11	14	...	...	32	1
3	Iragampalli ...	Iragampalli ...	...	8	7	8	14	...	...	37	1
4	Kaivára ...	Kaivára ...	2	7	5	6	20	...	...	40	1
5	Kurubúru ...	Kurubúru ...	...	...	6	5	4	1	...	16	1
6	Muragamalé ...	Hebbari ...	...	...	7	11	6	...	...	24	1
	Betmangala Talook.										
7	Bétmangala ...	Bétmangala ...	...	...	6	6	4	...	...	16	1
8	Búdikóté ...	Búdikóté ...	...	...	5	4	12	...	...	21	1
9	Dásarahosahalli ...	Uriga ...	...	...	6	4	10	...	...	20	1
10	Kámasandra ..	Kámasandra ...	...	6	8	14	...	...	...	28	1
11	Kyásámballi ...	Kannúru ...	...	...	...	8	6	...	2	16	1
12	Rámaságara ...	Sarvareddipalli ...	...	...	4	3	7	...	...	14	1
13	Súlikunté ...	Súlikunté ...	...	4	5	4	5	...	...	18	1
14	Táyalúru ...	Táyalúru ...	...	2	5	4	8	...	...	19	1
	Chikka Ballapura.										
15	Avati ...	Avati ...	1	3	12	8	14	...	...	38	1
16	Manchanabelé ...	Manchanabelé ...	...	3	6	6	23	...	...	38	1
17	Manchénahalli ...	Manchénahalli ...	...	...	12	4	15	...	...	31	1
18	Nandi ...	Nandi ...	...	3	5	6	4	2	...	20	1
19	Perisandra ...	Perisandra ...	...	...	...	...	...	...	...	...	1
20	Púrnaságara ...	Kéténahalli ...	...	...	...	...	...	...	...	...	1
	Goribidanuru Talook.										
21	Bommasandra ...	Bommasandra ...	...	...	...	...	...	...	...	...	1
22	Hosúru ...	Hosúru ...	...	5	20	6	11	...	...	42	1
23	Tondébhávi ...	Tondébhávi ...	...	...	...	...	10	...	...	10	1
24	Varavani ...	Varavani ...	...	...	...	...	...	...	...	...	1
	Gudibanda Talook.										
25	Dárináyakanapálya	Dárináyakanapálya	...	...	9	17	19	...	...	45	1
26	Gudibanda ...	Hampasandra ...	...	6	4	4	...	...	...	14	1
27	Mandikallu ...	Mandikallu ...	...	...	10	7	6	8	...	31	1
28	Nágaragere ...	Nágaragere ...	...	...	...	...	...	...	...	...	1
29	Námagondlu ...	Námagondlu ...	...	...	6	11	13	...	...	30	1
30	Sóménahalli ...	Sóménahalli ...	...	...	6	2	5	...	...	16	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Gumanayakanapalya.										
31	Bílúru	Maddepalli	...	...	...	6	10	...	...	16	1
32	Chákavalli	Pullagallu	...	...	6	3	2	...	...	11	1
33	Chélúru	Chélúru	...	4	10	8	18	..	...	40	1
34	Gúlúru	Gúlúru	...	...	10	8	12	...	...	30	1
35	Mittémari	Mittémari	...	12	12	10	6	...	...	40	2
36	Pálya	Pátapálya	...	...	5	9	12	...	...	26	1
37	Yellampalli	Yellampalli	...	...	4	3	5	...	...	12	1
	Kolar Talook.										
38	Harati	Chámarahalli	...	5	5	2	2	...	2	16	1
39	Hólúru	Hólúru	...	...	6	7	5	...	...	18	1
40	Kolár	Begli Hosahalli	...	...	8	10	6	...	...	21	1
41	Mudavádi	Mudavádi	...	2	3	8	2	...	...	15	1
42	Sugatúru	Sugatúru	...	...	5	5	2	...	...	12	1
43	Uttúru	Dévaráyasandra	5	6	9	20	10	...	...	50	2
44	Vakkaléri	Vakkaléri	...	6	5	3	16	...	...	30	1
45	Vémagallu	Vémagallu	...	...	6	5	8	...	...	19	1
	Maluru Talook.										
46	Húlibelé	Koppa	..	...	10	6	21	...	...	37	1
47	Hulidénahalli	Hulidénahalli	...	...	5	7	...	...	...	12	1
48	Kudinúru	Kudinúru	...	3	6	7	8	...	...	24	1
49	Lakkúru	Lakkúru	...	2	4	12	7	...	...	25	1
50	Málúru	Tornahalli	...	...	...	10	13	...	...	23	1
51	Másti	Másti	...	4	6	5	11	...	...	26	1
52	Narsipura	Shivárapatna	...	2	6	7	9	...	...	24	1
53	Tyákallu	Yelavaguli	..	...	...	6	6	...	...	12	1
	Mulabagalu Talook.										
54	Avani	Kottamangala	...	...	5	5	4	...	...	14	1
55	Bairakúru	Bairakúru	...	...	3	4	7	...	...	13	1
56	Duggasandra	Agara	2	8	10	4	5	4	...	33	1
57	Mallináyakanahalli	Mallináyakanahalli	...	...	...	5	4	...	...	9	1
58	Mulabágalu	Kappalmadagu	...	...	5	11	7	...	...	23	1
59	Nangli	Nangli	...	...	6	2	4	...	...	12	1
60	Uttanúru	Mudyanúru	...	...	10	8	10	...	...	28	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Sidlaghatta Talook.										
61	Bhaktarahalli ...	Kannamangala ...	...	...	...	...	...	...	...	...	1
62	Bashettihalli ...	Tékhalli . .	..	5	2	2	11	...	...	20	1
63	Chilakalnérpu ...	Buradagunté ...	...	5	2	4	5	...	...	16	1
64	Ganjigunté ...	Ganjigunté ...	...	...	16	4	14	...	...	34	1
65	Koralapárti ...	Pápatimmanahalli.	...	1	3	5	4	...	...	13	1
66	Mallúru ...	Kundalgurki ...	...	4	6	5	4	...	...	19	1
67	Mangánahalli ...	Munganahalli ...	..	...	2	6	4	...	...	12	1
68	Sádalé ...	Timmasandra ...	...	...	7	12	14	...	...	33	1
69	Sidlaghatta ...	Abbalúdu ...	...	...	...	8	12	...	...	20	1
	Srinivaspura Talook.										
70	Adagallu ...	Adagallu ...	...	2	13	12	9	...	...	36	1
71	Dalasanúru ...	Dalasanúru ...	3	8	8	4	13	...	...	36	1
72	Nambihalli ...	Chaldiganahalli ...	...	...	4	8	7	...	...	19	1
73	Nelavanki ...	Yérakálivé ...	...	...	...	7	6	...	...	13	1
74	Rónúru ...	Rónúru ...	...	...	4	5	4	...	...	13	1
75	Ráyalpádu ...	Ráyalpádu ...	...	...	5	5	5	...	...	15	1
76	Sómayájulapalli ...	Sómayájulapalli ...	...	...	4	9	10	...	...	23	1
77	Srínivápura ...	Nagdípalli ...	...	...	4	5	6	...	...	15	1
78	Yeladúru ...	Yeladúru ...	...	...	14	13	6	...	...	33	1

108. *Ambájidurga Talook.*—All the schools are well reported of, especially the one at Kaivára, though the master suffers from continual ill health. More than half the people at Uppárapété are Mahomedans.

109. *Bétmangala Talook.*—Kámasandra, Kannúru and Táyalúru schools are doing well. The school at Uriga meets with much opposition from the Shánbhóg. The rest may be described as fair, except Súlikunté and Bétmangala.

110. *Chikka Ballápura.*—Manchánahalli, Manchanabelé and Avati schools are satisfactory; that at Nandi middling: Kéténahalli school has just been reopened after a temporary suspension.

111. *Góribidanúru.*—Hosúru is the largest place in the talook,

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and the school is well conducted, and popular. Tondébhávi and Varavani schools are new ones.

112. *Gúdibanda Talook.*—Dárináyakanapálya, Mandikallu and Námagondlu schools are good ones. Writing to dictation is particularly well taught at Mandikallu. The Hampasandra master is a clever man, and gives private lessons in Sanskrit.

113. *Gúmanáyakanapálya Talook.*—The schools at Chéluru, Maddepalli, Gúlúru, Pátapálya, and Mittémari are described as good. The people at Maddepalli complain that the late Shékdar has gone away with Rs. 30 collected for building a school house.

114. *Kolár Talook.*—Dévaráyasandra school is a very good one, and largely attended. The Brahmans of the place are anxious to have a Sanskrit school. Vémagallu and Vakkaléri schools are well reported of. The Sugatúru master has not a sufficient field for his abilities in that small village. The pupils of Mudavádi school are remarkable for regular attendance. Holúru is a large place, but the school is not well supported. At Begli Hosahalli some disagreement has arisen between the master and the pupils.

115. It deserves to be specially noted that the local school committees at Dévaráyasandra and Chamarahalli do not make a sinecure of the superintendence of the schools with which they are connected, and that at Vakkaléri a village peon attends regularly to the cleaning of the school room. It is to be wished that such cases were the rule and not exceptions.

116. *Málúru Talook.*—There are very good schools in all the hóblís except Lakkúru, the master of which must be transferred. At Koppa, Gauda Séshagiri Rao, a member of the school committee, takes much interest in the oversight of the school work. The Hulidénhalli master is fit for employment in a larger village. The Shivárapatna master has been much troubled with law suits arising from false charges brought against him. The Yelavágalu master has been suspended for inattention to his work, and under the acting substitute the school is reviving. The Kudinúru boys and master are praised for their regular and punctual attendance.

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117. *Mulabágalu Talook.*—The schools at Agara, Kottamangala, Kappalmadagu and Bairakúru are doing well, and Mudyanúru school fairly. At Nangli there is a private school. Mallináyakanahalli is a small and sickly place.

118. *Sríniváspura Talook.*—All the schools have obtained good reports, except those at Chaldiganhalli and Yérukálivé. The best are at Addagallu and Yeladúru. The people at the latter place informed me with great satisfaction that, since the establishment of the hóbli school, they had been able to dispense with the professional letter writers upon whom they were formerly dependent, as their own boys were now able to carry on correspondence.

119. *Sidlaghatta Talook.*—The schools are making fair progress in all the hóblís, the Mungánahalli school being somewhat inferior. Abbulúdu and Kannamangala schools are new ones.

120. Mysore District.—The district contains 89 hóblís, besides one in the island of Seringapatam and five in the Yelandúr Jahagír. The number of schools established is 59. All the remaining Government hóblís can be provided for during 1871. The vacancies are principally in the talooks of Heggadadévanakóté, Gundlupété, Periyápatna and Mallavalli. The hóbli schools of this district are on the whole in a very prosperous condition, and I have reason to think that they are doing more good than the talook schools. The Sub-Deputy Inspector, Srínivásaiengar, is entitled to special commendation for the able and intelligent manner in which he has discharged his duties.

121. Owing to the outbreak of cholera, many schools have been closed for some weeks, and the statistics for the end of the year have thus been unfavorably affected. The number of girls under instruction is merely nominal compared with what it was three months ago. A larger proportion would be willing to come if there were separate accommodation and separate teachers for them. The adult night students have diminished in number since the season for cutting sugar-cane, &c. Many who put themselves under instruction did so with an earnest request that their names might not be entered in the register, as they felt ashamed to appear for examination at the time of inspection.

122. The Sub-Deputy Inspector remarks that the course of lessons

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appointed for hóbli schools meets with general approval, though there are many places where, as he says, according to the proverb "the hundred blind men fell into the well" (the result of the blind leading the blind) opposition is raised against any lessons except reading, writing and calculation after the native methods, and the old style of indigenous school is preferred.

123. The prevalence of ignorance and superstition have received a curious illustration in one of the hóblís of this district, where the school was entirely deserted for the following reason, which is said to have affected the attendance at some other schools also. It is well known that a belief prevails, especially among native mothers, that the kidnapping and transportation of children is the ultimate object of schools established by Europeans. This strange suspicion appeared to receive a coloring of truth from the recent conveyance to Calcutta of some of the Mysore Princes by Colonel Malleson, who, it was understood, had been disappointed in getting the young Rája himself away. The pupils of the school in question were accordingly hastily withdrawn, and it has not been possible to recover them. The people decline sending any children to the school, although the premises were provided by themselves.

No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Chamarajanagara Talook.										
1	Alúru	Homma ...	...	...	...	6	12	...	...	18	1
2	Chámarájanagara...	Rámasamudra ...	...	5	4	14	5	. .	...	28	1
3	Dévanúru ...	Tagadúru ...	...	2	3	7	12	...	...	24	1
4	Honganúru ...	Honganúru ...	...	4	3	7	4	...	...	18	1
5	Kágalvádi ...	Sargúru ...	...	8	11	...	2	...	6	27	1
6	Kottalavádi ...	Kottalavádi ...	...	...	...	...	...	...	...	...	1
7	Santémárahalli ...	Kudéru ...	...	3	5	19	17	...	...	44	1
8	Ummattúru ...	Ummattúru ...	...	...	...	4	8	...	...	12	1
	Gundlupete Talook.										
9	Haradanahalli ...	Hardanahalli ...	...	2	6	6	6	...	...	20	1
10	Tirakanámbi ...	Tirakanámbi ...	...	10	13	11	3	. .	...	37	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Heggadadevanakote Taloök.										
11	Antarasanté ...	Nérlé ...	...	5	...	15	26	...	...	46	1
	Madduru Taloök.										
12	Atagúru ...	Kestúru ...	...	...	5	10	15	...	...	30	1
13	Dodda Arasinakere .	Dodda Arasinakere.	...	...	...	...	14	...	...	14	1
14	Kudaragundi ...	Kudaragundi ...	...	...	1	2	2	...	...	5	1
15	Maddúru ...	Déshahalli ...	...	...	...	1	12	...	...	13	1
16	Tippúru ...	Hondlagere ...	...	...	5	5	1	...	...	11	1
	Mallavalli Taloök.										
17	Kirigával ...	Kirigával ...	...	...	7	5	16	...	...	28	1
	Mandya Taloök.										
18	Basarálu ...	Basarálu ...	...	5	8	5	4	...	...	22	1
19	Dudda ...	Mudagundúru ...	...	6	9	6	6	...	..	27	1
20	Kottatti ...	Guttalu ...	...	...	...	10	24	...	...	34	1
21	Mandya ...	Sátanúru ...	...	4	7	6	3	...	...	20	1
22	Muttigere ...	Muttigere ...	. .	8	4	7	2	...	...	21	1
23	Yeleyúru ...	Holalu ...	...	...	6	5	2	...	...	13	1
	Mysore Taloök.										
24	Kudlahalli ...	Sollépura ...	...	...	7	15	17	...	...	39	1
25	Lingámbudhi ...	Hinakallu ...	...	2	7	4	2	...	...	15	1
26	Mysore ...	Peduvarahalli ...	...	...	...	8	14	...	...	22	1
27	Sindhuvalli ...	Aiyarahalli ...	...	...	1	4	3	...	...	8	1
28	Ilivála ...	Ilivála ...	...	...	10	4	20	...	...	34	1
	Mysore Ashtagram Taloök.										
29	Chandagálu ...	Chandagálu ...	...	...	...	4	9	...	...	13	1
30	Hadinárn ...	Hadinárn ...	...	...	...	...	16	...	...	16	1
31	Pálhalli ...	Pálhalli ...	...	...	8	4	7	...	...	19	1
32	Rangasamudra ...	Rangasamudra ...	...	...	...	3	15	...	...	18	1

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No.	Hóbli.	Village.	No. of Boys in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No of Masters.
	Nanjanagudu Talook.										
33	Hedatalé ...	Hedatalé ...	...	7	8	2	10	..	...	27	1
34	Húra ...	Haginaválu ...	...	...	6	3	9	..	...	18	1
35	Kalalé ...	Kalalé ...	...	10	15	8	12	...	...	45	2
36	Nanjanagúdu ...	Badanálu ...	...	..	...	...	10	...	...	10	1
	Patna Ashtagram Talook.										
37	Arekere ...	Arekere ...	...	...	8	8	9	...	...	25	1
38	Bannúru ...	Bannúru ...	...	4	...	7	4	...	...	15	1
39	Haravu ...	Haravu ...	...	4	6	4	14	...	...	28	1
40	Kirangúru ...	Hiród ...	...	3	14	12	15	...	...	44	1
41	Kura ...	Seríngapatam ...	...	9	8	11	5	...	1	34	1
42	Do. ...	Ganjám ...	...	3	17	7	21	...	...	48	1
43	Kyátanahalli ...	Kyátanahalli ...	...	9	11	9	8	1	...	38	1
44	Shethalli ...	Shethalli ...	...	...	...	3	5	...	...	8	1
45	Tirumalságara ...	Lakshmíságara ...	...	...	...	...	4	...	...	4	1
	Periyapatna Talook.										
46	Bettadapura ...	Bettadapura ...	...	...	...	10	17	...	...	27	1
47	Kirijáji ...	Kattémalalvádi ...	...	...	6	3	11	...	...	20	1
48	Periyápatna ...	Periyápatna ...	...	8	11	13	10	...	...	42	1
	Talakadu Talook.										
49	Múgúru ...	Múgúru ...	...	7	13	9	22	...	...	51	1
50	Púrigáli ...	Belakavádi ...	...	...	9	5	4	...	...	18	1
51	Sósilé ...	Sósilé ...	...	...	5	4	9	...	...	18	1
52	Talakádu ...	Talakádu ...	...	7	8	11	4	...	...	30	1
53	Táyúru ...	Táyúru ...	...	...	7	6	15	...	...	28	1
	Yedatore Talook.										
54	Byádrahalli ...	Byádrahalli ...	...	5	19	11	11	...	...	46	1
55	Haradanahalli ...	Haradanahalli ...	...	...	9	4	6	1	...	20	1
56	Mirlé ...	Mirlé ...	...	2	4	4	8	...	...	18	1
57	Sáligráma ...	Sáligrámá ...	...	2	9	9	6	...	...	26	1
58	Tippúru ...	Tippúru ...	...	4	12	8	9	...	...	33	1
	Yelanduru (*Jahagír*) Talook.										
59	Maddúru ...	Maddúru ...	...	6	4	4	8	...	...	22	1

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124. *Chámarájanagara Talook.*—There are some very good schools here, especially those at Kuderu and Sargúru. The Rámasamudra master is a clever man, a Jain pandit, formerly attached to His Highness's Court. He has been involved in a prolonged law suit with his brother, which has obliged him to be absent from his work a great deal. Otherwise his school would have made greater advance.

125. *Gundlupété Talook.*—Tirakanámbi school is popular and getting on well, and Haradanahalli school fair. This hóbli is so far removed from the head quarters of the talook, that supplies, &c., will in future be provided from Chámarájanagara, which is one-fifth the distance.

126. *Heggadadévankóté Talook.*—There is only one school at present, at Nérlé. This is well attended, and has pupils from several surrounding villages.

127. *Maddúru Talook.*—Kestúru is a large school; the others have been recently established.

128. *Mallavalli Talook.*—Only one school which has a good attendance.

129. *Mandya Talook.*—Several of the schools have done well, especially those at Guttalu and Mudagundúru. Holalu is one of the largest villages in the talook, but the people take no interest in the school.

130. *Mysore Talook.*—There is an excellent school at Ilivála, known to Europeans as Yelwál, and good ones at Sollépura and Paduvarhalli.

131. *Mysore Ashtagram Talook.*—The schools have suffered from the sickly character of most of the hóblís. Balagola school was for this reason broken up, and the Chandagalu master died.

132. *Nanjanagúdu Talook.*—The Kalalé school is a very good one, and well attended. Hedatalé school is also very fair.

133. *Patna Ashtagram Talook.*—The schools at Ganjám and Seringapatam are the best in the district, now closed on account of cholera. The school at Hiród, better known as the French Rocks, is a very good one. The Tirumalaságara master it has been necessary to dismiss.

134. *Periyápatna Talook.*—The school at Periyápatna is largely attended. It has been the subject of much contention between the residents in the pété and those in the fort. The distance between the two

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is considerable, and both parties wish to have it in their own part of the town. Bettadapura school is a new one, but should turn out well. All the residents are Sankéti Brahmans.

135. *Talakádu Talook.*—There is a flourishing and well conducted school at Múgúru. Talakádu and Táyúru schools are good ones. Sósilé ought to furnish a much large number of pupils. The school is, however, a new one, and just now deserted on account of the cholera.

136. *Yedatoré Talook.*—Most in this talook are large and important schools. Byádrahalli and Tippúru take the lead, followed by Sáligráma.

137. *Yelandúru Jahagír.*—Only one school at present, at Maddúru, which is making fair progress. The Jahagírdár is anxious to provide education for all the hóblis.

138. HASSAN DISTRICT.—Out of 77 hóblis 45 have been furnished with schools. There has been a difficulty hitherto in procuring men for masters, but by relaxing the rules of admission a sufficient number of candidates has been secured, and in a few months every hóbli may be filled up. The vacancies are most numerous in the malnád talooks of Manjarábád, Mahárájanadurga and Bélúru, and in Háranahalli. A good many of the hóbli masters in this district, and also in Mysore, are Vaidíka Brahmans from Mélkóté. They are clever, but often too much affected with home-sickness.

139. I found the Sub-Deputy Inspector, Cheluvaiengar, somewhat deficient in activity at first; but, since he received a warning on the subject, he has given more satisfaction. He describes the majority of the schools as in a state of progress, and considers that the interest of the people in education is growing stronger. This is indicated by the competition between villages in the same hóbli to get the school, and the regrets that follow its transfer if the necessity arises for removing it to another locality.

140. In the Bélúru Talook the advent of the Revenue Survey officers has emptied some of the schools, as the boys are wanted to hold the signal flags. The number of girls under instruction is considerable. Two-thirds of them are in the school at Mélkóté, the celebrated Brahman town in the Attikuppa Talook. Night adult students at this season of the year are few.

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No.	Hóbli.	Village.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total.	No. of Masters.
	Arakalagudu Talook.										
1	Arakalagúdu ...	Hebbálé ...	...	...	...	10	12	...	..	22	1
2	Basavápatna ...	Basavápatna ...	...	...	6	2	10	..	...	18	1
3	Hanasógé ...	Hanasógé ...	...	...	6	7	10	...	...	23	1
4	Konnúru ...	Konnúru ...	...	7	10	4	5	...	4	30	1
5	Krishnarájakatté ...	Rudrapatna ...	...	3	6	9	15	...	...	33	1
6	Mallipatna ...	Dodda Bemmatti...	...	...	...	5	6	...	...	11	1
7	Marúru ...	Marúru ...	...	...	...	4	16	1	...	21	1
	Attikuppa Talook.										
8	Akkihebbálu ...	Akkihebbálu ...	...	...	4	12	6	...	...	22	1
9	Attikuppa ...	Agrahára Báchahalli	...	...	3	6	8	...	...	17	1
10	Búkanakere ...	Búkanakere ...	...	...	4	10	13	...	...	27	1
11	Kannambádi ...	Kannambádi ...	...	...	...	4	21	...	...	25	1
12	Kikkéri ...	Kikkéri ...	...	..	6	4	27	...	...	37	1
13	Mélkóté ...	Mélkóté ...	...	...	11	20	20	22	...	73	1
14	Santébáchahalli ...	Santébáchahalli ...	...	...	6	12	12	...	...	30	1
15	Sindhughatta ..	Sindhughatta ...	...	...	8	3	...	..	...	11	1
	Beluru Talook.										
16	Adagúru ...	Adagúru ...	...	...	6	...	..	...	...	6	1
17	Andlé ...	Háltoré ...	...	...	3	7	6	...	...	16	1
18	Mélpálu ...	Aggadalu ...	...	...	...	...	10	...	...	10	1
19	Nárvé ...	Gómbadu ...	...	...	5	9	9	2	...	25	1
	Chennarayapatna Talook.										
20	Anékere ...	Yeliyúru ...	...	...	1	2	5	...	...	8	1
21	Didaga ...	Santéshivara ...	...	...	6	5	8	...	...	19	1
22	Hirisávé ...	Hirisávé ...	...	...	10	6	4	..	...	20	1
23	Nuggihalli ...	Jambúru ...	...	...	6	3	2	...	...	11	1
24	Sravanabalagola ...	Sravanabalagola ...	...	...	10	12	13	4	...	39	1
	Harnahalli Talook.										
25	Gandasi ...	Gandasi ...	...	...	...	8	14	...	...	22	1

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No.	Hóbli.	Village.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	No. of Girls.	No. of Night Students.	Total	No. of Masters.
	Hassan Talook.										
26	Attávára ...	Attávára ...	...	...	...	...	...	...	...	...	1
27	Gráma ...	Gráma ...	...	6	5	4	8	...	...	23	1
28	Hassan ...	Búvanahalli ...	...	3	6	6	3	...	...	18	1
29	Kaushika ...	Ambuga ...	...	...	...	...	24	...	...	24	1
30	Mádihalli ...	Ugani ...	...	...	2	6	8	...	...	16	1
31	Sáligámé ...	Sáligámé ...	...	5	4	6	3	...	...	18	1
	Maharajanadurga Talook.										
32	Gorúru ...	Gorúru ...	...	...	3	8	2	...	...	13	1
33	Muttigé ..	Bhartúru ...	...	...	..	...	15	...	...	15	1
34	Ponnáthapura ...	Ponnáthapura ...	...	...	5	5	8	...	...	18	1
	Manjarabad Talook.										
35	Múdigere ...	Múdigere ...	...	...	...	7	10	...	...	17	1
	Nagamangala Talook.										
36	Bélúru ...	Bélúru ...	...	...	8	10	12	...	...	30	1
37	Bhímanahalli ...	Déválápura ...	...	4	10	12	7	2	...	35	1
38	Bindiganavale ...	Bindiganavale ...	. .	...	5	5	11	...	...	21	1
39	Mannanahalli ...	Chinya ...	...	7	5	15	10	1	...	38	1
40	Nágamangala ...	Pálagrahára ...	...	...	...	2	3	...	...	5	1
	Narsipura Talook.										
41	Ganni ...	Ganni Agrahára ...	...	...	9	6	12	...	...	27	1
42	Mádápura ...	Mádápura .	...	...	7	3	5	...	...	15	1
43	Mávinakere ...	Halékóté ...	...	8	7	15	8	...	...	38	2
44	Narsipura ...	Hippé ...	...	...	...	...	10	...	...	10	1
45	Niduvani ...	Dodda Kádanúru...	...	...	6	7	7	...	3	23	1

141. *Arakalagúdu Talook.*—Konnúru school is the best. The people have deposited Rs. 100 towards the expense of building premises. The other schools are middling. Hebbálé is a wealthy place. Dodda Bematti school is a new one.

142. *Attikuppa Talook.*—The Mélkóte school is the largest in the

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district, and making good progress. One-third of the pupils are Bráhmani girls. The master is obliged to engage an assistant for their instruction and himself teaches the boys. It is very much to be regretted that sanction cannot be obtained for this assistant, as the school would increase still more if there were enough teachers to attend to it. All the other schools are well reported of. But the Sindhughatta master receives a very bad character.

143. *Bélúru Talook.*—Gónibídù school is doing fairly. The others are not satisfactory.

144. *Chennaráyapatna Talook.*—The school at Shravanabalagola, a noted seat of the Jain religion, is very largely attended, and the services of an assistant are required. The other schools are all in a promising condition.

145. *Háranahalli Talook.*—Only one school at present at Gandasi which is well supported by the people.

146. *Hassan Talook.*—The school at Gráma is a good one, but the people wish for a master from their own village. The Kaushika school was removed to Ambuga, and is now well attended.

147. *Mahárájanadurga Talook.*—Ponnátapura school is doing well. At Gorúru the master has not sufficiently gained the confidence of the people.

148. *Manjarabád Talook.*—There is only one school as yet in this Malnád talook. It was first established at Uggihalli, but was subsequently removed to Múdigere, where the master fell very ill. His substitute is conducting the school in a creditable manner.

149. *Nágamangala Talook.*—All the schools are well reported of, except the one at Pálagrahára, which will be removed to Paduvalapatna. The master appears to be an indolent man. The Chinya school has made great advance since he was removed from it. At Bindiganavalé a school house is in course of building.

150. *Narasipura Talook.*—The Halékóté school is one of the best in the district. The others are doing pretty well, expect the Hippé school, which will be removed to Byágatavalli.

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7. Girls' Schools.

151. There are only five schools for girls established by Government. The best are those at Chintámani and Hassan. As the prejudices against female education are wearing away, especially in large towns, it is a pity that sanction cannot be obtained for the formation of schools in those places where the people come forward with an offer to place their daughters under instruction. Two very promising applications of this nature, one from Sidlaghatta and the other from Closepété, both talook head quarter stations, have been put aside for want of such sanction.

152. *Bangalore.*—Owing to the promotion of the head master and the difficulty of supplying his place with an equally suitable man, there has been some fluctuation in the progress of this school. At the inspection, in September, the first class could read well in Kathá-Sangraha, parse and separate sandhi, do sums in the simple rules and write correctly to dictation.

153. *Mágadi.*—All the girls are daughters of traders and merchants. No Brahmanís attend. The most advanced girls read fluently, and answered questions from the second book and the history of India, wrote to dictation, and could do a sum in simple addition. The second division are going through the first book, and the third practice writing the letters of the alphabet on sand. The state of the school altogether is creditable to the head master. The old talook cutcherry in which the school is held, answers the purpose well.

154. *Chintámani.*—This school is entirely Telugu, and is resorted to by a large number of highly respectable girls. In the first class the Telugu second book, Bháskara Rámáyana, and Vikramárka Cheritra were read from and selected passages explained in a very creditable manner. In arithmetic these girls especially excelled, and the mode in which two or three worked out sums in public on the black board would have put to shame most pupils of the same age in the adjoining boys' schools. The head master, Krishnamáchári, deservedly enjoys the esteem of his townspeople, and is entitled to every credit for the condition of his school, and also to a more substantial recognition of his services in an increase of his salary.

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155. *Sríniváspura.*—This school ought to be a good one, but is not. Owing to some private disputes, the most intelligent girls of the town, those belonging to Brahman families, have left off attending, and though three or four of the present pupils can read and write, they have been taught much less than was to be expected in the time they have been under instruction. The hindrance to the school was represented to me as being the peon now in employ, lately a shop-keeper, and of the Telugu Banajiga caste. I have directed the master to see that matters are altered so as to ensure its improvement. Failing this I shall have to recommend his removal.

156. *Hassan.*—The pupils are connected with highly respectable Brahman families in the place. The girls in the first class, of from 10 to 12 years' old, read correctly and with great fluency slókás in the Pancha Tantra, and gave accurate explanations of the meaning of stories in the Kathá Manjari. They were also well acquainted with the Vágvidháyini as far as rules of sandhi, and could add and subtract. The second class girls acquitted themselves satisfactorily in reading from the Kathá Saptati, as far as page 26, and from any part of the second book. The third class know the Bangalore first book, and the fourth are engaged in mastering the alphabet. The state of the school is highly creditable to the head master Srínivásaiengar, an aged and well known pandit, who has evidently taken much pains with his pupils. The Educational Department is indebted to Captain and Mrs. Hill for their active interest in the school, and to Miss Johnson for visiting it twice a week to teach the girls needle work.

8. Normal Schools.

157. The General Normal School at Bangalore, for the training of masters for district and talook schools, consists of three branches; English, Kanarese and Hindustáni. The normal schools for the preparation of hóbli school-masters have been located, the one for the Nandidroog Division at Toomkoor, Closepété and Chennapatna, and that for the Ashtagram Division at Holé Narasipura.

158. **General Normal School.**—It was stated in a former part of this report (paragraph 19) that the superior training of school-masters had received especial attention. Accordingly, with the view of test-

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ing the competence of students from the normal school, I instituted (by my circular of the 16th October 1866) an examination for teachers' certificates, without passing which no student could receive an appointment as a school-master. This method evidently supplied the data for a more precise decision on the merits of each candidate than the mere recommendation of the head master, which was all that had previously been required. I have found it, however, necessary to carry the scrutiny a little farther, and to inquire more closely into the character and antecedents of the men offering themselves for admission to the normal school. Fitness is thus tested at the commencement and at the termination of the apprenticeship to the normal school. The entire *onus* of producing efficient school-masters is therefore cast upon the training given in that institution. The privilege of competing for certificates has since been extended to masters employed before the issue of the circular above referred to, and not a few have availed themselves of it.

159. *English Branch.*—Of the 13 candidates who in May were examined in English subjects, 7 were normal students, 6 uncertificated assistant masters. Written questions were set in language, mathematics and history; the examination in geography and school-management was conducted *vivâ voce.* "Normal student Rámachandraiya acquitted himself well both in the written and *vivâ voce* examination and has passed. In teaching he appeared rather embarrassed, but with practice may gain confidence, and will make a good teacher. Normal student Samuel Todd has made considerable improvement in Kanarese, and gained very good marks in mathematics; but his English is not sufficiently accurate to gain him a teacher's certificate. Assistant masters Mádhava Rao and Maliganna, of Hassan school, have passed the test. It is worthy of remark, however, that all the assistants from Hassan are deficient in their command of the vernacular. Assistant master Rangáchári of Toomkoor school is not quite up to the required standard, but possesses ability, and may qualify himself by a little steady application. Kolár school has four uncertificated assistant masters, of whom only two came forward for examination."

160. *Kanarese Branch.*—The examination of the Kanarese branch held at the same period resulted in the success of 12, out of 20, normal students. "The amount of work performed since the last examination

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is very fair, except in grammar. The class only profess to be acquainted with orthography and etymology, and although some of the examinees were in advance of this standard, the general knowledge of the subject was poor. Most of the mathematical papers were very creditable, and the historical and geographical questions were answered better this, than any previous, year. I was well satisfied with the general style of language in which the answer papers were written, but the improvement in teaching was particularly commendable. On the whole the proficiency of the twelve students who have just gained certificates is, I consider, in advance of any similar number of men hitherto passed from this branch of the normal institution. It is gratifying to observe that the vernacular branch attracts candidates decidedly superior to those admitted a few years ago."

161. *Hindustáni Branch.*—Two out of the eight students have done well, three others fairly. It will be seen from the list that while a good average of marks has been obtained in Persian and Hindustáni, the subjects of arithmetic, geography and school management, in which more particularly instruction was required, are very indifferently known. Arithmetic ought certainly to have been taught to better effect: regarding the two others there are at present some difficulties in the way. I trust by frequent oversight to make the school more efficient in future, though the want of accommodation must always be a drawback.

162. **Nandidroog Division Training School.**—An examination was held at Toomkoor in July, at which 31 men obtained certificates of qualification as hóbli school-masters, *viz.*, 13 for Bangalore District, 4 for Kolár, 13 for Toomkoor and 1 for Hassan. The school was then removed to Closepété, and shortly afterwards, on account of sickness in that place, to Chennapatna, the next talook. The following is the report on the inspection in February.

163. Out of 38 men 32 were put forward by the training master as prepared for examination, of whom two had appeared on a previous occasion. The usual papers were set on Kanarese and arithmetic, and an oral examination held in the subjects of geography and school management, as the result of which I have recommended 27 men for employment, namely 12 for the Bangalore District, 8 for the Toomkoor District, 5 for the Mysore District and 2 for the Kolár District. Owing

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to the unhealthiness which has prevailed during the cold season, the school work has been very seriously interrupted, from which cause several of the men came short in particular subjects. Those, however, who seemed generally well qualified for appointments have been ordered to remain under instruction in those subjects with which they had not displayed a sufficient acquaintance until their papers are received. Owing to the want of a Kanarese text book of arithmetic, the lessons on this subject have been throughout at the discretion of the master. In geography also I regret that the attention of the students has been exclusively directed to India. On the whole, however, I believe the men now certified as passed are not inferior to the average of former examinations. The school it is desirable still to retain at Chennapatna for the benefit of the neighbouring talooks, and as the season is daily becoming more healthy there will not be the same hindrance to study as was experienced in the past term. I would, however, grant permission for the school to be held at Malúru, where a suitable place can be had in the mantapam and where nearly all the students and the master himself reside.

164. **Ashtagram Division Training School.**—The school was examined in December. The number of students under training at the time was 48, of whom the master put forward 33 as prepared for examination, including nine who were unsuccessful on a former occasion. The rest of the scholars are recent admissions and in need of further instruction. Two extra candidates were allowed to appear, of whom one had formerly studied for four months and failed in his examination, and the other had gained experience in school management at Hassan, in the Government school. As a body the men appeared to be of the right stamp, and such as could fill a school-master's place with credit. Two or three were former pupils of the Bangalore High School, whose presence may be accepted as one of the numerous indications to be daily observed that the avenues leading to writerships are overcrowded, and also on the other hand that a hóbli master's position is in the popular estimate of some consideration.

165. The examination was conducted in a manner as nearly as possible corresponding to that adopted on former occasions. Written questions were given on Kanarese literature and arithmetic to be answer-

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ed on paper, and a *vivâ voce* examination was held on geography and school management, in the latter case lessons being given to a class of boys in my presence. From the list of marks obtained by each candidate it will be seen that 22 passed with credit in all the subjects, and that nine more, whose quota of numbers was not so satisfactory, but who seemed in all respects fit for employment, have been recommended for certificates. Four have failed entirely, but may remain along with the thirteen unexamined students for further training.

9. Engineering School.

166. This school does not seem to answer completely the end for which it was established of supplying qualified subordinates for the Public Works Department. Plan drawing, and levelling and surveying receive sufficient attention, but the mathematical instruction is backward. The students principally need, however, the means of becoming practically acquainted with mechanical operations, building, and road making. Several plans have from time to time been suggested for accomplishing this end, as by the establishment of an industrial school, by opening workshops, by apprenticing students to a large contractor in Bangalore, &c., but some objection has been found to them all.

167. The head master at my request drew up a plan some months ago, according to which, with the aid of workshops in connection with the school, he proposed to make the institution self-supporting in the course of three years. This scheme was submitted for consideration, but no action has been taken on it. The scale on which it was drawn up seemed to me to require modification. Something of the kind is certainly necessary. I incline, however, to think that arrangements might perhaps be better made under the immediate control of the Public Works Department, in connection with the workshops attached to the offices of Executive Engineers.

II. AIDED AND INSPECTED SCHOOLS.

168. Great disappointment has been occasioned by the non-receipt of sanction for grants-in-aid proposed during the year, and the efforts of Educational Officers considerably embarrassed. The recommendations of the Local Government on this head have hitherto been held as tantamount to sanction, no reversal of their endorsement having ever occurred.

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By an unforeseen change of procedure perplexity has been entailed on the Department and actual distress on the schools affected. In short, matters are at a stand still, as applications, however urgent or deserving, must under present circumstances remain unanswered.

169. The money now utilized for grants-in-aid in this Circle is thus annually distributed among the various denominations of schools.

Protestant;—	Rs.
Church of England	8,820
„ Scotland	2,400
London Mission	2,880
Wesleyan Mission	6,336
Roman Catholic	5,520
Hindu	2,700
Mahomedan	4,176

The subjoined reports furnish information as to the state of the schools.

1. Boys' Schools.—Higher Class.

170. *Bishop Cotton School, Bangalore.*—A change of masters has recently taken place at this school, and subsequent to the inspection. None of the candidates sent up for the last University examinations were successful. The following report describes the condition of the school at the time of my visit. "It is divided into five classes, whose instruction is carried on by the Revd. Mr. Du Bois, the Principal, with the aid of four assistants. Three of the latter have passed the First in Arts examination; the fourth is a soldier formerly in the Lancers. He not only has charge of the preparatory class, but for a trifling extra fee teaches drawing and Hullah's system of singing throughout the school.

171. The matriculation class were examined by means of one paper of questions on their Latin studies, namely, Virgil's *Æneid*, Book VI, and Cæsar's *Commentaries*, Book I, and another on arithmetic, algebra, and Euclid, up to the standard of the University entrance examination. The average of marks obtained was in neither case high, though sufficient to indicate a general moderate proficiency, being for Latin 25·9 per cent

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and for mathematics 29·2. On analysing the returns of the mathematical papers it appears that the comparatively high percentage of 62·2 was gained in arithmetic, but that the algebra was a complete failure, though the questions on this subject were such as should have presented no great difficulty. The answers on Euclid produced an average of 28·3 per cent, which might have been higher had the students been less hasty in dealing with the last question.

172. Of the first class I regret that I have to report unfavorably. Being set an exercise from Arnold's Second Latin Book, I found that the rendering from English into Latin was almost entirely wrong. Latin into English was better done, and an average of 30·9 per cent marks gained. The results of the examination *vivâ voce* on Cowper's Task, Book I, which had been studied during the year, would, I consider, have been discreditable to boys of the same age had they never seen the work before, and with none of the remaining lessons in this class did I succeed to my satisfaction. The second class did much better even in the same subject of Cowper's Task, Book I, and displayed altogether more intelligence and greater interest in their lessons, which speak well for the instruction they receive. The third class did fairly well.

173. On comparing the curriculum with the printed synopsis of studies for 1870, issued by the committee in their annual report for 1869, it will be seen that the projected course has not been carried out. No First in Arts class exists, nor is there an engineering class as set down in the programme. Greek studies too have not been introduced, nor instruction in hydraulics. All which leaves it to be inferred that the plan was rather a sketch of what might be than a summary of what was to be. The domestic arrangements and discipline out of school hours have received much attention from the Principal, and his efforts have been strenuously directed to induce a high moral tone among the boarders. Having accepted, however, the charge of Bishop Corrie's School in Madras, Mr. Du Bois is preparing to leave in February, and will be succeeded by the Revd. Dr. Pope, who will not, I am informed, undertake the superintendence of the boarding establishment."

174. *St. Andrew's School, Bangalore.*—This institution has also very recently come under the charge of a new master. One student matriculated in December. After the inspection, I reported as follows

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on the school. "There are three assistant masters, of whom one has passed the First in Arts examination and another matriculated. The senior class was first examined *vivâ voce* on Goldsmith's *Traveller.* In reading, the emphasis was frequently misplaced, and the knowledge of the text was too general and uncritical. Papers were then given on Latin and mathematics. Being informed that they were not ready with Virgil, I introduced a passage from Cæsar for translation instead, but three out of seven students did both. The remaining two students take up, one Hindustáni and the other Kanarese for matriculation. These subjects are not taught in the school. The average of marks obtained in Latin was 40·7 per cent, two brothers, I believe recent admissions, being a good deal ahead of the others. In mathematics a general average of 42·3 per cent was gained, the two brothers before mentioned being second and third. The results as regards arithmetic and Euclid were good, but in algebra the average was less than one-fourth.

175. The other classes with some exceptions did fairly. The Latin in the first class, however, was not satisfactory. This may perhaps be accounted for by the fact that the first assistant, who usually has charge of the class, does not profess that language, and that hence it has been taught sometimes by the head master and sometimes by the second assistant.

176. The school seems to be conducted with prudence and due regard to the comfort of the pupils, but it remains to establish a character for scholarship. The boarding arrangements, being connected with the head master's private residence, away from the school, did not come under inspection.

177. On the question of amalgamating this school with Bishop Cotton's, I understand that no obstacles would be thrown in the way either by the Chaplain of St. Andrew's or by the head master, provided the union were carried out on a purely unsectarian basis. I doubt however whether such an arrangement could endure, even if agreed to for a time. Lord Canning expressed an opinion in his minute on the subject that "the attempt to accommodate the schools (proposed by the late Bishop Cotton) to the teaching of children of all churches would lead to their failure."

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178. *London Mission Institution, Bangalore.*—Two candidates from this school were successful in the University examinations, one in the First Arts examination and one in the matriculation. The former obtained a place in the first class. I inspected the school in October, and give some extracts from my report. The whole institution is in the charge of the Revd. Mr. Walton, who himself teaches the F. A. and matriculation classes. Of the seven subordinate masters, all I believe Christians, and educated in this school, two have passed the F. A. and two others the matriculation examinations. Till lately a native graduate of the Madras University was employed as the first assistant, but owing to the non-receipt as yet of the additional Government grant recommended in April last, there were no funds from which to pay him, and he has therefore been discharged. In June last the fees were considerably raised, causing the withdrawal of about 50 boys.

179. The F. A. class received a paper of questions on their English text book, grammar and composition. The average number of marks obtained was 39·2 per cent, two out of the four students coming just within a half of the total marks. Of the matriculation class only 14 students presented themselves for the written examination in English. The average number of marks gained was 29·3 per cent, the highest proportion being a half, obtained by one boy. In arithmetic, algebra and Euclid, a quarter of the class did well, especially in the second of those subjects.

180. The lower classes may be described as on the whole in a satisfactory condition, the first class in particular. The sub-division of the third class, however, I may remark, appears unnecessary, there being only 20 boys in both the sections together. By uniting them a reduction might be made in the number of junior masters without injury to the school. The general discipline and arrangements of the school are good. The accommodation is ample, and there is an adequate supply of maps and other apparatus.

181. *Native Educational Institution, Bangalore.*—Two students passed the F. A. examination, and three matriculated. The inspection report was as follows. The course of study ranges from the alphabet in the lowest class to the subjects appointed for the B. A. degree in the highest. The instruction is carried on by the Revd. J. Hudson, B. A., as Principal,

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assisted by a native graduate from Kumbhakónam as mathematical master, and nine subordinate masters, one a European. Of the latter one has passed the F. A. examination, and two others have matriculated.

182. Of the collegiate classes, all of which were tested by means of written questions, it will be seen that a comparatively low average in one branch of study is compensated for by a good average in another. The students of the B. A. class gained 34·3 per cent of the maximum marks given to a paper on *Macbeth*, but 64·5 on the mathematical paper, comprising questions on the application of the binomial theorem in algebra, plane trigonometry and Euclid, Book XI. In the class preparing for the F. A. examination 52·8 per cent was the average obtained on questions on the *Lady of the Lake*, but in mathematics 40 per cent. The matriculation class secured 40·5 per cent on Johnson's "Vanity of Human Wishes" against 62·2 in mathematics. To judge from the style of the answer papers hand-writing appears to receive but scanty attention, and numerous orthographical errors detract from the value of otherwise meritorious performances. The power of expression in English is for the most part weak. The dux of the F. A. class has, I strongly suspect, exercised memory more than invention in his paraphrase, but I have given him the benefit of the doubt. Two students of this class have elected to pass their examination in logic instead of mathematics.

183. Of the junior classes the first passed but an indifferent examination as far as two-thirds of the boys were concerned, and the second was decidedly unsatisfactory. The third, tending to become unwieldy, did better, and those below on the whole fairly.

184. Active personal supervision of the whole school by the Principal is maintained by means of periodical examinations of all the classes in rotation. The results of these examinations are exhibited in each class room, and remain suspended on the wall for continual reference. With the view of enlisting the co-operation of parents and guardians in the discipline of the boys, a card is forwarded to them every month concerning the pupil in whom they are interested, giving particulars of his attendance, conduct, proficiency, payment of fees, &c., during the month, and to ensure its coming under their scrutiny a space is provided in which they are required to add their initials in proof thereof. The

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system is probably too elaborate to be appreciated by most native parents at present, .but calculated to have a good effect if reciprocal action on their part could be ensured. The fees were considerably raised in May last, and an entrance fee besides, equal in amount to one month's ordinary payment, was instituted for new comers. These measures have not resulted in diminishing the number in attendance. There are 22 poor boys admitted free, and 14 on payment of half the fee. The number of these privileged scholars is limited to about 5 per cent of the whole school in each case.

185. *Wesleyan Mission School, Mysore.*—In the matriculation examination two candidates were successful. The inspection of the school took place in November, an account of which is subjoined. At the head of the school is a class of 3 preparing for the B. A. examination. One of these students, a master in the school, expects to go up in 1871, the other two the following year. The next class is one composed of candidates for matriculation, and below this are 6 other classes. The Revd. Mr. Hutcheon, M. A., teaches the B. A. and matriculation classes, assisted in mathematics by the first student of the B. A. class mentioned above. The six lower classes have each a teacher, two of whom have passed the First in Arts examination.

186. The students of the B. A. class were examined *vivâ voce* on a portion of Bain's Mental and Moral Philosophy. Answers were readily and thoughtfully given by one of them, and another seemed to have studied the subject with some attention, but the third was not equally well prepared in the subject. The matriculation class read the opening lines of Johnson's *Vanity of Human Wishes* fairly, and a proportion analyzed the sentences correctly. The explanation of the text was on the whole poor. It is probable that many would do better in a written examination, but some members of the class must have a very slender hope of matriculating.

187. The first class read badly and did altogether but indifferently well. The inequalities among the boys were considerable, and some of them seemed to have arrived at a stage beyond which no progress could be looked for. The result of the second class examination was very unsatisfactory in almost every subject. The third class contains some sharp boys, but the class as a whole did not shine. The condition of the

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remaining classes was fair. The history books are also used as reading books in the first, second and third classes. I am compelled to direct attention to the very careless manner in which the boys, particularly of the first and third classes, have been allowed to put down sums in arithmetic and algebra on their slates. Unless this is checked it is difficult to see how their operations can be made intelligible to any one as they advance to the more intricate problems of algebra.

188. Having just completed the inpection of the Rája's school, I am naturally led to compare the results as regards two such prominent institutions occupying the same locality, and admitting their claim to an equal footing, I have no hesitation in pronouncing it *primus inter pares*, though perhaps the first B. A. student in the Wesleyan school stands by himself as superior to any other in either of them. The scale of fees was raised in June last, and there is now realized an amount of Rs. 106 a month, against Rs. 65 under the former scale. The school further obtains subscriptions from private persons to the extent of Rs. 12 a month.

2. Middle Class.

189. *St. Bartholomew's School, Mysore.*—I paid a visit to St. Bartholomew's school, Mysore, for which the Chaplain, the Revd. Mr. Wynch, has been led to expect a Government grant-in-aid since April last. I found 14 girls and boys in the school, all Europeans and East Indians, under the charge of a mistress. On examination the pupils seemed to have been carefully taught so far as they had gone, the school having been established only in February 1870. The fees yield about Rs. 18 a month. The expenses of mistress Rs. 40, and rent Rs. 15, are met partly from the weekly offertory at the church, but Mr. Wynch has incurred expenditure beyond the means at his disposal in anticipation of receiving the promised grant-in-aid. The school is well furnished and has an excellent set of wall maps.

190. *London Mission Cantonment School, Bangalore.*—At the time of inspection 101 pupils were present. Each class has a master, the head being a native evangelist, who teaches the first class. The second master has matriculated. The studies of the first class are specially designed as a preparation for the Uncovenanted Civil Service Examination, General Test. Hence in mathematics, arithmetic only is taught. In the

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second, however, algebra and Euclid are added, as the boys have the option of transfer from this class to the central institution, where they may prepare for matriculation. It seems to me that nothing would be lost by continuing those studies in the first class, even though not required for the U. C. S. The general results of the examination were favorable, and the school seems to be conducted in a creditable manner. The Revd. Mr. Rice examines it once a month. The rate of fees was raised in June.

191. *London Mission School, Alsúr.*—The school is in charge of a native evangelist, with five assistants, and is examined every month by the Rev. Mr. Rice. The results of the examination with some exceptions may be pronounced fair. The discipline of the first class is, I regret to say, not sufficiently strict, and I remarked a want of proper control over the pupils on the part of the head master. The rest of the school, however, seemed to be in tolerably good order. The rate of fees here also was raised in June.

192. *Jághírdar's School, Yelandúru.*—This school is conducted in a room of the Jághírdar's house, and contains 25 students, some of them advanced beyond boyhood. The present master was formerly a student, and subsequently a teacher in the Wesleyan Mission school at Mysore, and has passed the First Examination in Arts. The classification of the school is based upon the system adopted in Government schools, and the pupils are on that principle divided into fourth, fifth and sixth classes. The results of the examination were below my expectation, which I attribute partly to the fact that several students have commenced study somewhat late, and partly to inadequate teaching faculty in the master.

3. Lower Class.

a. Kanarese Schools.

193. *Chetanhalli Branch School, Singápura.*—This school is reported to be poorly attended, and the pupils still beginners owing to the want of effort on the part of the master.

194. *Catholic Schools, Shethalli.*—These schools were unfortunately closed during December for the rice harvest, so that I had not an opportunity of seeing them in operation. The Rev. Mr. Desaint, how-

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ever, the well known head of the local Mission, was kind enough to shew me over the premises, and assembled some of the nuns and female students for examination. These read fluently in Kanarese from the *Epitome of the Bible*, and shewed me specimens of their hand-writing in that language. Some Kanarese songs were also sung to native tunes. I understand that in the boys' school there are now 30 pupils, under two teachers, and in the girls' school 50 under two native nuns. There is every reason to believe that the schools are well managed and in as satisfactory a condition as in former years.

195. *Jagannáthháchár's School, Seringapatam.*—This school was opened in August 1869, and the teaching is carried on by one master. The man now employed has been in charge seven months. The lessons are those of the Government schools, in the first class Padya Sára, Kathá Saptati, Vágvidháyini, Bhúvivarané, and arithmetic to simple division. The attainments of the boys are similar to those of the pupils in the hóbli school, perhaps somewhat lower. The schoolroom is dark and confined.

196. *Wesleyan Mission Market Street School, Mysore.*—The instruction in this school is almost entirely in Kanarese; but a few of the more advanced boys are taught to read the first book in English, with the view of admitting them to the English school. The number of boys present at the inspection was 100. There are three masters. The course of study for the first class includes the Old Testament, Catechism, Morris's India, Kathá Sangraha, Vágvidháyini, Rice's Geography and the simple rules of arithmetic. The boys read fairly, and answered with great readiness questions on the history of India. In the multiplication table they were a little backward. The opening pages of Vágvidháyini had been correctly committed to memory.

197. *Wesleyan Mission Pété School, Mysore.*—In connection with this school a Hindustáni class was opened in July last, and 34 boys have joined. The master is a son of Fakrudín, the lamented founder of the Bowring Madrasa. The studies are the Old Testament, grammar, arithmetic and geography, and the boys have been well taught. The Kanarese branch, with two masters, has 50 boys. The course of study corresponds with that in the Market Street school; but in arithmetic the boys were considerably further advanced, one being able to do a rule of three sum.

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b. Tamil Schools.

198. *Sadar Véda Siddhánta Sabhá Seminaries, Bangalore.*—The four seminaries contain altogether 275 pupils, with an average daily attendance of 216. The relative strength of each department will be seen from the annexed statement. An abatement must be made in the total of 10 boys, who are accounted for in more than one register, owing to their studying in different languages. 38 boys attend various English schools during a portion of the day, 20 from the Tamil seminary, 9 from the Telugu, 7 from the Kanarese and 2 from the Sanskrit. The teaching staff consists of 8 masters and 2 pupil teachers. It gives me pleasure to state that these seminaries continue to deserve the excellent character they have borne for many years past. Their popularity is attested by the numbers in attendance; and a healthy spirit of emulation is kept alive by the periodical examinations held by members of the Sabha. Translations are enclosed of the papers given at the annual examination this year on arithmetic and Indian history, which will serve as guides to the character of the examinations generally. The language papers are described as difficult.

Tamil	...	130
Telugu	...	119
Kanarese	...	21
Sanskrit	...	5

199. The managers have formed a project for the erection of new premises at an estimated cost of Rs. 6000. This step has been rendered necessary by the state of the buildings hitherto in use. One of the two has been abandoned as unsafe, a portion having fallen in during the late rains. For the construction of the new school house Rs. 2,500 have been privately collected, and a piece of ground secured at the back of the present buildings. There is some probability of the Rs. 1000 also being recovered, which in my report for 1868 was stated to have been lost to the school by the bankruptcy of a trustee. It is the wish of the managers to carry out the design independently of foreign aid, but should they find it necessary to apply to Government, I desire to recommend the case very strongly for favorable consideration.

200. *Wesleyan Mission Shúlé School, Bangalore.*—This school, in the middle of the native village of Shúlé, is attended by the sons of domestic servants, and has been established 30 years. Instruction used to be given only in Tamil, but three months ago English was introduced. The number of boys is 45, under the charge of one master.

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The school is visited every week by an inspecting schoolmaster, and is examined collectively with other schools in the old Wesleyan Mission chapel every month. The course of study consists of Bible stories, catechism, grammar, arithmetic and geography, the books published by the Christian Vernacular Education Society being used. Boys learning English pay a monthly fee of from 2 to 4 annas, and buy their books at full price, those learning Tamil pay from ¼ to 1 anna, and get books at half price.

201. *Wesleyan Mission New Market School, Bangalore.*—This school is in the Railway Street, near the New Market, has been open 4 years, and contains 53 boys, under three teachers. The studies are similar to those of the Shúlé school, and the same arrangements are made for supervision. Fees are levied in the English classes at the rate of 2 to 4 annas, and in the Tamil at the rate of 2 annas.

202. Both the above schools are in good order, and being regularly examined by Mr. Scott, inspecting schoolmaster, (salary Rs. 100) who is well acquainted with Tamil, are in a fair way of improvement. The instruction is necessarily confined to rudiments, but is sufficient for children of the class who attend. The New Market school I should consider the most promising. The Shúlé school house being put to other purposes of the Mission besides juvenile instruction, presents the unusual spectacle of large coffin suspended from the roof. This is not an agreeable sight in a schoolroom, however salutary the lessons it may serve to convey.

203. *St. Joseph's Catholic Schools, Mysore.*—The schools consist of English, Kanarese and Tamil branches for boys, and English and Tamil branches for girls. The registered numbers in each division are given in the margin, as well as the numbers present at the time of inspection, from which it will be seen that one-third of the pupils were absentees, which was not very clearly accounted for. The non-attendance was principally among the boys, there being only 93 in school out of 172. In the fifth class, English, only one boy was present out of 14. The teachers are, for the boys, three brothers of St. Joseph, who receive Rs. 60 a month between them, one European for the English

Boys' English		34	present	13
"	Kan.	29	"	15
"	Tam.	109	"	65
Girls' English		5	"	4
"	Tam.	77	"	64
		254		161

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department and two natives for the Tamil. Besides these there is a Kanarese munshi on Rs. 7 for instruction in that language. The girls are taught in the Tamil branch by two native nuns, and in the English by a *postulante* who is paid Rs. 10 a month.

204. In the English and Kanarese boys' schools, held in the same room, there was a good deal of irregularity, and the Kanarese master was very uncertain as to who were his pupils and who were not. The first class in English, consisting of two big boys, did fairly. The second class no longer exists, the 9 boys who composed it having, I was informed, all withdrawn lately on receiving various employments. The Tamil division appears to be better conducted than the other two, but the evidence of effective oversight of the school is not so decided as could be wished. The girls are nearly all beginners, except the five learning English, who have made some advance in reading and spelling.

205. The priest in charge of the mission has lately been raising subscriptions among the European residents of Mysore for the support of the schools, and obtains from Rs. 30 to 40 a month. One European boy pays a fee of R 1 and his sister the same. I remarked on the total absence of payment by the other pupils and was directed to the signs of poverty among them. Some of them were indeed almost destitute even of clothing, but others were dressed up for the occasion and evidently not in extreme indigence. Most of them are children of menial servants, and some of this class, such as butlers, could well afford to give something. I believe that the priest formerly here did levy a small amount, the obligation to do so under the grant-in-aid rules being pointed out to him.

206. Since my inspection I have received a note on the subject from which I give an extract below. No proceeding could have been more injudicious than that which is described by the priest, and I informed him that a lower rate should be fixed, say of one anna, and timely notice given that fees would be imposed, if any measure of success is hoped for.

Extract.

According to your repeated hint about fees, I let know this morning in the school rooms that every boy learning English should pay four annas and every other two annas, and sent them home to bring the

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money, telling them that they should no more be received unless they pay the fee. Three of them brought one anna each, some few came with nothing, and the greater part of them kept away, gladly I dare say, and will do so I am sure, till I fetch them in again.

That is just what I expected from such poor and ignorant people.

(Signed) J. Rappard,
Catholic Priest.

c. Sanskrit Schools.

207. There are five receiving aid from Government, but numerous applications await disposal. Some of the schools are of old standing. Many however have sprung up recently, on the death of His Highness the late Mahárája, who, in accordance with the practice of Hindu Courts, maintained a considerable number of pandits in connection with the Mysore Darbár. With the decease of their patron their occupation being gone, many of these men have returned to settle in their native towns and employ themselves in giving lessons in Sanskrit. Possessed of a reputation for learning and tokens of royal favor, it is no wonder that they are largely resorted to, and equally natural that they should turn their eyes to the Department of Public Instruction for recognition and support.

208. *Chikka Ballápura.*—On proceeding to the school I found the students crammed into a small building, with no opening but a low door, and incapable of properly accommodating more than a quarter the number. The crowd of visitors besides, attracted by the occasion, rendered the atmosphere perfectly insupportable, and the dim twilight of the apartment was obstructed by a further assembly at the door. I was therefore forced to beat a hasty retreat, and appointed the Government school as the place of gathering. Here a very large number of spectators assembled, and many shástrís of repute in the place were present. Two of these, Srínivásáshástri and Subbáshástri, questioned the students in Sanskrit.

209. The first class had only two pupils present, and those not the principal ones. They, however, sustained the honor of the school. In Vishva Gunádarsha, Champu-Rámáyana. Gangalahari, Bhágavata and Bhárata Champu, they appeared quite at home, analysing and

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construing the verses and explaining them in Telugu, to which they are accustomed, or as far as they could command, in Kanarese. The introductory Sútras of Pánini were also quoted and discussed. A question in Tarka was proposed and arguments in its support recounted, but the opponent who should have responded was one of the absentees.

210. The second class study Mágha, Naishadha, Tarka Sangraha and Alankára. In all these they answered readily the queries put to them, and when plied by the head master of the English school with questions derived from the English rules of logic, were not much at a loss in furnishing illustrations of the use of the terms. The third class read Kumára Sambhava and Raghuvamsha, and the fourth, Amarakósha with commentary. Both these classes did well, and not a single individual was willing to lose the opportunity of displaying his acquirements.

211. The company were entertained at the conclusion of the examination with a discussion in Sanskrit on female education, according to the Tarka rules, between Srínivásashástri and Tátáchári. The debate was maintained with the utmost animation, and the latter disputant especially seemed to overbear all opposition with a volubility that was truly surprising. The interesting proceedings were not brought to a close until darkness set in.

212. The school is on the whole very satisfactorily conducted. Fees are levied on a majority of the students at the rate of one anna each a month. The poorest are admitted free. The Dévanágari character is understood by some, but for want of books in that character the instruction in it is limited to Gangalahari, the only work in use so printed. A request is made that books may be procured for the managers from Benares or some other quarter. The Sanskrit books now studied are in Telugu characters. An objection urged against copying out in Dévanágari letters is that they cannot be formed with the *stylus* on the palmyra leaves.

213. *Chintámani.*—Though a small school, the instruction is of a very satisfactory character. There are 18 students, of whom one, the master's son and an active assistant to him, studies Nátaka, and is now going through Murári, one Bhárata Champu, one Bhartru Hari, three Mágha, two Bháravi, six Raghuvamsha, two Kumára Sambhava, two Kálámrita. For references in grammar the Kumára Vyákarana is used.

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The school is now conducted in a mantapa belonging to the large temple.

214. *Mágadi.*—This school contained at the time of my visit 26 students, of whom 24 were present. The instruction is given by three shástrís : Venkatádrishástri, the head of the school, teaches the Champugrantha and Alankára; Nanjundashástri, a learned man who has spent several years in study at Benares, teaches Vyákarana and Tarka ; Rangashástri teaches the Naishadha and Kávya generally. The students are divided, as is usual with institutions of this kind, into groups, each going through some particular book. In the margin I give the present divisions, beginning with the lowest. I was very pleased to observe evident signs of careful teaching in all the classes, but more especially in the higher. The two students of Alankára were examined in Vritta Ratnákara, one being questioned in the Indra Vajra Vritta and the other on the Manda Kránta Vritta. Bhartru Hari and the Pancha Kávya were also read and translated, &c, in their respective classes. The second division of the Kumára Sambhava class was the only one that shewed any hesitation in answering the questions put to it.

Amara	3
Kumára Sambhavá	10
Raghuvamsha	2
Mágha	4
Naishadha	3
Bhartru Hari	1
Champu Rámayana	1
Alankára	2

215. The students in the school are most of them natives of other parts of Mysore attracted to Mágadi by the liberality of Karníka Tippaiya who, from charitable motives, supplies them with food, and also extends an unbounded hospitality to all strangers. The school premises being very confined and moreover of uncertain tenure, Venkatádrishástri has been permitted to occupy the unused portion of the old talook cutcherry.

261. *Mélkóté.*—This school consists of two departments, one for girls and one for boys. The latter contains, according to the register, 65 pupils. Three students forming the upper section of the first class, are the only ones studying Sanskrit exclusively, the rest of the scholars receive a mixed Sanskrit and Kanarese education. Of the three youths learning only Sanskrit, one has studied the Jánaki Parinayá, and the other two Bhartru Hari, and all three the rules of grammar as contained in Siddhánta Kaumudi. The head master had written out some examination questions which were answered by the students *vivâ voce* at considerable length and with great readiness. A private written examin-

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nation had been held the week before by Párthasáradaiengar, a Vakíl of the Madras High Court. The second section of the first class did some simple sums in vulgar fractions and the rule of three. The master has prepared a work in Sanskrit nominally on geography, but which is intended to teach, by means of the illustrations used, arithmetic, geography and history all together. The verses in this book are committed to memory and explained.

217. The day of my visit happened to be Dwádasi, which prevented my having a very prolonged examination. From what I saw, however, it is plain that the school is not what it used to be either in numbers or in the character and attainments of the pupils. A demand seems to have sprung up for a more practical education than the Vaidíka Brahmans of a few years ago were desirous of receiving, and many of the pupils now take service as school masters in the Educational Department. This institution claims to have supplied no less than nine hóbli masters in the Hassan District, besides certain talook and training masters in various parts. The ability of the teachers is undoubted; but of the two brothers at the head, one or other is frequently compelled to be travelling in quest of hard-won subscriptions for the support of the school, while the other teaches Sanskrit in his own house to the few advanced pupils, the mixed Sanskrit and Kanarese instruction being carried on by the two assistant masters, one of whom also has charge of the girls. The preservation of order is consequently imperfect, and better arrangements should be made for the discipline of the school. It is desired to open classes for Súdrás, which will necessitate the occupation of a further portion of the temple verandah granted by Government for the school, and the appointment of additional masters; but for the expenditure involved there are no funds. I am of opinion that a greater concentration of the teaching power upon the existing institution is rather called for.

218. It is interesting to mention in connection with the Mélkóté school that a society for promoting Sanskrit literature, called the Yadugiri Védánta Vardini Sabhé, has been organized through the influence of Párthasáradaiengar before mentioned. The Sanskrit works in the temple and private collections are to be transcribed by the students of the school to form a library, the expenses of the society to be met

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from the proceeds of a fund raised for the purpose by an expedient copied from our well known money boxes. A *Kalasá* is placed in each house, and in it are deposited contributions in money or kind, either periodically or on occasions of feasts or important ceremonies in the family. These vessels will be opened after a time, and the contents used for the benefit of the society. The presidents and fellows of this literary association are the most learned and prominent members of the Shrívaishnava priesthood and community. Correspondence on the subjects of the Sabhé is to be carried on with a similar institution in Madras.

219. *Seringapatam.*—This school founded by Pandit Jagannátháchári, is provided with three masters, two of whom, Krishna Shástri and Srínivásaiengar, conduct the classes for the study of Sáhitya or the poets; the third, Narasimha Múrtyáchár, is the professor of Vyákarana or grammar. The students are divided into groups rather than classes, each individual having separate instruction in a different book, or different part of the same book. The number studying in each section is given in the margin, from which it will be seen that the school contains 35 pupils. They are of all ages from 12 to 30. Five students of the Pancha Kávya class read slókás, and went through the usual accompanying exercises, three in Raghuvamsha, one in Mágha, and one in Naishadha. Three students of Champu Grantha read and translated, &c., one from Nílakanta Champu, one from Bhárata Champu, and one from Bhágavata Champu. The single Nátaka student present gave some readings from Kálidása's Sákuntala, and he and one of the Kávya (Naishadha) students engaged in a discussion according to the rules of Tarka, in which they had received some instruction from Krishna Shástri. Three students of Vyákarana replied satisfactorily to questions and problems proposed by their learned teacher from the Siddhánta Kaumudi, on Shabdádhikára and Sandhi.

	No.
Kávya	15
Champu	7
Nátaka	2
Vyákarana	11
	35

220. I consider that the school is creditably conducted, and so far as the limited range of study permits is doing a good work of instruction. I am of opinion, however, that the system of class teaching would economize the time of the masters and be attended with many

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advantages. The premises, in a small house of two stories, are not suitable for the school, but I believe a fund is being raised for the erection of a proper building.

221. *Muttúru.*—This school, situated in a populous Agrahára, is carried on with great ability and method by a young man named Narahari Shástri. In the first class two students read Tarka as far as Gadádhari, Sámányanirukti, and the plays of Sákuntala and Prabódha Chandródaya, the other three Pratápa Rudríya. In the second class two are going through the Bhárata Champu, two the Rámáyana Champu, (of whom one is also learning Nílakantíya in Tarka Shástra) and the fifth Muktávali. The studies of the third class are for two Naishadha, for two others Mágha, and for the remaining two Mágha and Bháravi. In the fourth class 15 study Raghuvamsha, two Kumára Sambhava and five Amara, one boy in the second class learns Vasu Charitra in Telugu, and one in the fourth Kathá Saptati in Kanarese. The results of the examination in the various classes were good, and the institution is a very promising one.

222. *Malúru.* This school is held in a temple, which it would be profanity for a European to enter. The students were therefore assembled for inspection in a large mantapam. The number present was 20, out of 21, all reading the Raghuvamsha, except two who were learning the Naishadha. This is apparently as far as the two masters in charge are prepared at present to give instruction; but with the view of qualifying themselves for directing higher studies they in their turn become students from 3 to 7 every day, and along with the hóbli school master and another young man study under a competent private tutor the Champu Rámáyana, Gurubála Prabódhika, Vishvagunádarasha and Tarka Sangraha Dípiké. The school hours profess to be from 12 to 8, which gives 5 of the boys an opportunity of attending the Chennapatna English school in the morning. The instruction is as yet but slightly advanced beyond the preparatory stage, but the school has within it the elements of improvement.

223. *Mandya.*—This school was assembled for inspection in the verandah of Púrnaiya's Chatram. Of 15 pupils belonging to it 10 were present. The second class book is the Rámáyana Sangraha, in the

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third class Raghuvamsha is studied, in the fourth Mágha, and in the fifth Naishadha. The two last seemed to have been well taught; but the lessons of the second and third classes were imperfectly done. The present head of the school is Singaraiengar, a teacher invited from Mélkóté to take charge about four months ago; Apláchári, the original master, having left for Madras in February last, and no further tidings having been received about him.

d. Persian and Hindustáni Schools.

224. The Mahomedan Sub-Deputy Inspector of Hindustáni schools, Khája Mahomed, is charged with the examination of these schools; but the majority have also been visited by myself while on circuit. From one school, the Madrasa Mufid ul Anam in Bangalore, it was found necessary to withdraw the grant. Of the large Bangalore schools, the Madrasa Kudusia appears this year to take the lead. Madrasa Sultáni is strong in Arabic, and Madrasa Muhammadia in Persian. The last named institution however has the prospect of losing its learned and able head master. The Pesh Imám, who is the chief manager of the Madrasa Kudusia, is taking steps to introduce a novelty in providing a playground and games for the boys.

225. Bangalore District. *Madrasa Islamia, Bangalore.*—This school has suffered from the absence of the head master, who has been on leave for a considerable time. He has just returned, and will be able to restore the school to its normal condition. A monthly examination is held by members of the managing committee with the view of improving the junior classes, which were found at the inspection to be very backward.

226. *Madrasa Kudusia, Bangalore.*—Since the return of the Pesh Imam from Mecca this school has been managed with ability and success. His voyage has awakened an interest in the study of geography, and in this subject and arithmetic, both of which are generally very defectively taught in Hindustáni schools, this institution is foremost. At the same time it is not behindhand in the usual Persian exercises. The head master is a clever and intelligent man.

227. *Madrasa Muhammadia, Bangalore.*—This school has been steadily conducted, but has not made much progress during the year.

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The learned head master has gone to Hyderabad, and may possibly not return. The future of the school is therefore uncertain. The Bár Bakshi, who is the Nazim, is as anxious as ever to maintain its reputation, and will endeavour to procure a suitable head for it. The English instruction is still given, as for the past two or three years; but the Sub-Deputy Inspector is of opinion, in which I quite agree, that the studies are of no value, and had better be given up, the boys if necessary being allowed to attend one of the many English schools close at hand, for a short time in the morning.

228. *Madrasa Sultani, Bangalore.*—A well managed school, making evident progress from year to year. One student who had paid much attention to Arabic has obtained public employment in the Nizam's dominions. In arithmetic and geography the instruction is rather backward, but the language studies are very satisfactory. The walls of the school room are decorated with excellent specimens of Persian and Arabic caligraphy, the work of the pupils.

229. *Madrasa Mufid ul Anam.*—This school had been shamefully neglected for some time past, and no remonstrance on the subject seemed effectual. The grant was therefore withdrawn, and I see no reason for ever renewing it, as the neighbourhood is sufficiently well supplied with Hindustáni schools.

230. *Commissariat School, Bangalore.*—The peculiarities of this school have been described in former reports. The camel drivers for whose sons it is intended require but a modicum of learning for their boys. They are besides a migratory class, and when ordered off to Hyderabad, Hunasúru or other Commissariat depôts, take their families with them. The school, allowing for these circumstances, is doing as well as can be expected.

231. *Closepété.*—I found 18 boys present out of an alleged total of 38. The venerable master, whose father was a Munshi to the Duke of Wellington when in his earlier career, as Colonel Wellesley, he was Governor of Seringapatam, is a good teacher, but becoming too aged for the work of controlling boys. He is impoverishing himself to obtain a good education for his son at the Hindustáni normal school in Bangalore with the view of providing himself a successor. The most

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satisfactory arrangement would be to take over the school as a branch of the Government school at Closepété, appointing this young man to the charge when he has passed his examination.

232. *Chennapatna, Madrasa Muhammadia.*—With the view of obtaining a renewal of the suspended grant-in-aid I was invited to inspect this school. It contains 67 pupils according to the list, of whom 52 were present, a large majority are beginners. The first class read and translated from Gulistan, and answered questions from Chehal Sabakh and Tarikh i Hind. In arithmetic the two most advanced boys professed to know something of fractions, but their knowledge was very imperfect. One of the students in this class is a Hindu, the first boy in the Government English school. From him some assistance is derived in teaching arithmetic. The second and third classes were reading various parts of the Talim-Námah. The school was assembled in the masjid, the proper premises being under repair. The management and teaching staff are unaltered. One of the junior masters is supported at the Hindustáni normal school, Bangalore. The foundation fund amounts to Rs. 2,900, which produces an income of about Rs. 400 a year. The school therefore is not in difficult circumstances.

233. *Dodda Ballápura.*—The school is well attended, and has made greater progress this year than before. The highest class is doing the lessons appointed for the third grade in Government schools.

234. *Tyámagondlu.*—The Sub-Deputy Inspector describes the state of this school as highly satisfactory. There has been marked inprovement during the year.

235. KOLAR DISTRICT. *Chintámani, Madrasa Islamia.*—This school has considerably improved since the master put himself under training in the Hindustáni normal school at Bangalore. The pupils number 33, including 3 girls. The lessons were very fairly done, and the school is well managed.

236. *Echinpalli Madrasa Ibrahmia.*—The school is held in wretched premises. A slight improvement is perceptible this year in the management. The highest class is a fourth.

237. *Rónúru.*—Attended by sons of Sillédars in the Mysore Horse. The boys generally leave school and enter Government employ as soon

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as they can read and write well. The highest class is a third. The master is reported to be an intelligent man and attentive to his work.

238. *Sríniváspura.*—The master of this school is undoubtedly a clever man, and possesses, I believe, a greater knowledge of Arabic than is common in the south of India. Many circumstances connected with his school, however, I cannot but regard as open to suspicion. At the time of my visit there were 42 boys present. One or two boys only in each class answered readily and well, and the pupils altogether seemed to be under very indifferent control. I think the school requires to be carefully watched in order to insure efficient management.

239. MYSORE DISTRICT. *Gumbaz Madrasa, Seringapatam.*—This school is conducted in the great mosque at Seringapatam, and is provided with two masters, supported from Tippu Sultan's endowment continued by the British Government. The original object of the school appears to have been the instruction of the sons of employés attached to the mosque, and to the mausoleum of Hyder, whose offices are hereditary. With no higher aim therefore, the students have generally been taught what would suffice to enable them to carry on the appointed religious services. Since the school, however, was placed under the inspection of the Educational Department, some additions have been made to the lessons; but only language subjects are studied, no arithmetic or geography, and the pupils though nominally divided into three classes are taught individually. Of the 17 belonging to the school 14 were present. Gulistan, Zalikha and Inshasibian were the books read in the first class, Sirat ul Islam, Talim Nama and Amadan in the second, Koran and the alphabets in the third.

240. The teachers live at Ganjám, which is some distance from Seringapatam, and hence there is reason to believe the school is not very regularly conducted, nor for more than a short time in the day. The number of pupils is too small to require the services of two masters, and is not likely to be increased in Seringapatam even by opening the school to outsiders. In Ganjám, however, there is a considerable Musalmán population, and no Hindustáni school. By forming a branch school there, under one of these masters, much good might be done. Nor need

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this, I imagine, be considered an infringement of the terms of the endowment, which now equally embraces the establishment of the Gumbaz at Ganjám and of the mosque at Seringapatam.

241. Of the two teachers, the first is a young and clever man, named Seiad Sháh Murtaja Khádri, the other very aged, named Gulám Rasúl, well read in his youth, but now too greatly enfeebled for the work of school teaching. With the concurrence of the Nazim of the Gumbaz, under whose control all the establishments are placed, an enlightened man, and anxious to see the educational arrangements improved, I have to propose that the Civil Pension Paymaster at Mysore be moved to direct the following changes; (1) The opening of a branch school at Ganjám, in the unused Government chávadi opposite the old jail, under the charge of the first master above mentioned; (2) The exchange of the second master with a Mutvalli on the establishment, named Abdul Mejid, who receives about the same pay, and the continuance of the school at the mosque under the latter; (3) The admission of all Mahomedan boys willing to attend, and the adoption of the Government course of Hindustáni studies in both schools.

242. *French Rocks, Madrasa Muhammadia.*—This school is in a very satisfactory condition, and for two years past the pupils have been making considerable progress. The head master is assisted by his son, who has received an English education in Mysore and Hassan, and is consequently well acquainted with arithmetic and geography, the subjects most defectively taught in Hindustáni schools.

243. *Hunasúru Madarasa Sultani.*—A good school, and well managed. The master is an intelligent and painstaking man. The upper boys have a fair acquaintance with Persian and arithmetic.

244. HASSAN DISTRICT. *Hasan ul Madrasa, Hassan.*—The grant-in-aid of this school was suspended in January 1870, owing to deficiencies in the instruction. At the time of my visit here was a very large assemblage of the Musalmáns of the place, including many influential men. The Nazim rode in 19 miles from his coffee estate on purpose to be present, and there was every indication of the interest felt in the result of the examination.

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245. The number of students was 56. Some of them attend the Government English school. Much confusion prevailed about the register books and other records of the school, which could not be produced. The lessons brought up for examination were, however, fairly done, *viz.*, in the senior class, Gulistan, translating from Persian to Hindustáni, and simple proportion in arithmetic. The first class answered well in Persian grammar. The second professed a knowledge of the geography of India, but the use of the map was not familiar to them. Two Brahman boys, students of the Government English school, form one section, and they read and translated from the Talim Nama very correctly.

246. The Nazim is an enlightened energetic man and understands well what the school should be, but his absence during the coffee picking season has been detrimental to it. I advised him to appoint the Jamadar of the local regiment, who was present and took an active part in the examination, to officiate for him while away. The head master is a thoroughly clever man, but inclined to be imperious and not sufficiently under control. There are besides, two assistant masters. It seems to me that strong efforts have been made to improve the school, and as a still prolonged withdrawal of the Government aid must hinder its successful operation, if it does not jeopardize its existence, I think a conditional renewal of the grant is advisable.

247. In connection with this school I may mention another instance, beyond those that have frequently been brought to notice, of the defective working of the Central Book Depôt. Though excellent Urdu wall maps have been obtained from the Punjab for sale, their very existence is unknown to most of the Hindustáni schools. So anxious, however, was the Nazim here to supply the want, that he has actually procured at some expense a beautiful atlas in the Turkish tongue from Egypt, for the help of the advanced students.

4. Girls' Schools.

248. *Bishop Cotton School*, *Bangalore.*—The number of pupils is 45, of whom 17 are boarders. Four classes have been formed, of which the first two are taught by Mrs. Smith, the lady at the head of the school, who also instructs in music. The other classes have each a mistress. A native attends to give lessons in drawing. The school

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hours are from 10 to 3, five days of the week, the time from 1 to 3 being devoted to needle work. In the first class Lord's Modern Europe has been used both as a reading book and a text book for history, and the young ladies seem to have gone through the portion studied with attention. Hughes' Physical Geography presents perhaps too many difficulties to be understood without the aid of diagrams. The knowledge of arithmetic was very imperfect. It is desirable that so important a study should receive more attention. Mr. Wallace, head master of the Engineering school, has, I believe, occasionally given a few lessons to the class; but regular and methodical instruction is needed, and from the evident desire which exists to master the subject, such instruction would be appreciated. The mode of examination usual in this class is not what is generally adopted in schools. The mistress writes out questions *with answers*, which are copied by all the girls. It is suggested that questions only should be given, the pupils being required themselves to furnish answers. The second class pointed out places with great readiness on the map of Europe and did simple sums. The third class read and answered questions satisfactorily from Little Arthur's History of England. The fourth class were also well prepared in their elementary lessons.

249. The general tone of the school is decidedly good, and a pleasing air of comfort and of being at home pervades the place, which shew the exercise of thoughtful care on the part of the head mistress. But the education might with advantage be of a higher standard and more liberal. The premises are very commodious and airy.

250. *London Mission Boarding School, Bangalore.*—Contains 26 boarders and 4 day scholars. Lessons in English are given from 7½ to 10 every morning, needle work occupies three hours from 11 to 2, and Kanarese studies from 3 to 5. There is a separate classification of the girls for English and Kanarese, two teachers being employed for instruction in each language. The whole is superintended by Mrs. Rice and Miss Muller. A matron has charge of the boarding establishment, and teaches the girls cooking, washing, &c., every thing of that kind being done on the premises by themselves. Writing to dictation in English was very incorrect, in other respects the girls did well on the whole, both in English and Kanarese. I was favored at the close

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with a specimen of their choral singing. All about the premises was clean and orderly, and the inmates, most of them entire or partial orphans, looked tidy and cheerful, and are evidently well cared for.

a. Kanarese Schools.

251. *London Mission Day Schools, Bangalore.*—There are eight schools comprised under this head, situated at the places given in the margin. The attendance of pupils amounts to 679. The numbers were greatly reduced some months ago in consequence of the baptism of one of the girls. They have since, however, risen as high as ever, though the elder and most advanced pupils have not returned. The school at Yelahanka was closed for some months, to allow of a change of masters. It is now again in operation. At Anekallu the teacher fell a victim to cholera, and the school was broken up for the time; but arrangements have since been made for carrying it on as before.

Bangalore
Kurabara Pété
Cubbon „
Hosa „
Aralé „
Yelagaudanahalli
Anekallu
Kolár
Yelahanka

252. In the Training Home conducted by the lady who superintends all the above schools, there are four little girls, whom it is intended to prepare for the work of female instruction. The state of the schools generally may be described as very encouraging and creditable to the managers. A native catechist has been appointed as an assistant in teaching and visiting the various branches, which it is intended should be inspected by him once in every two or three months.

253. *Wesleyan Mission Day Schools, Mysore.*—The number of schools is two, situated in the quarters of the city noted in the margin. The attendance was stated to have been affected by sickness, and the removal of elder girls. Srírámpété school is held in the upper story of a rented building, and is provided with two male teachers. At the examination 49 girls were present. The first class of 7 have done 3½ chapters of Morris's History of India: portions of Campbell's Grammar and Rice's Geography, and as far as addition in arithmetic. About 15 girls can read sentences, the rest are engaged on the alphabet and simple words. The Mandya street school is also held in a rented build-

Srírámpété,
Mandya street.

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ing, and has two masters. The course of study is similar to that followed in the first mentioned school; but the girls, of whom 46 were present, are not advanced quite so far. Negotiations are on foot for the purchase of suitable commodious premises for the girls' schools.

254. *Wesleyan Mission Siddikatté·School, Bangalore.*—There were 28 girls present, most of them belonging to respectable Brahman families, living in the immediate neighbourhood. The school is divided into 3 classes under two male teachers (Brahmans). The rudiments of reading, writing, arithmetic and geography are taught. The first class being examined in the third book (Mission series), writing to dictation, the multiplication table, and the map of Asia, I found their knowledge the minimum that could be acquired during the time they have been under instruction. Looking to the well-to-do position and apparent intelligence of the girls and the fact that the school is meant to be select, I am of opinion that fees should certainly be demanded, and of more than nominal amount, and that superior means of instruction should be provided.

255. *Sanmárga Darshani Báliká Pátashálé, Seringapatam.*—There were 23 girls present in this school, all Brahmanis. Eight of the most advanced pupils have been lately removed, two or three on attaining the age for marriage, and others on the transfer of the Amildar and other talook officials, to whose families they belonged. The examination at the time of my visit was therefore little more than nominal. Three girls were brought forward as able to read in the first book; but the most advanced was so extremely bashful that no persuasion could induce her to make a public display of her accomplishments. After a time, however, she was prevailed upon to read a few sentences, and write some figures on a slate from a position of concealment behind the door. The school was held in the enclosed verandah of a house in the Brahman street, with a small room attached for keeping books &c. in.

256. *Mélkóté Hindú Girls' School.*—Opened in August; contains 20 promising pupils, of whom the two most advanced read with ease, and explained the meaning of lessons in the first book. They also wrote to dictation, and know the multiplication table. The masters, who find that the girls learn quicker than the boys, appear to have encountered a good deal of opposition in establishing this branch; but the prejudices

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against female instruction are fast wearing away, and receive no countenance as a rule from educated men.

b. Tamil Schools.

257. The *Catholic Schools* at *Mysore* and *Shethalli* have been already noticed along with the boys' schools at those places.

258. *Wesleyan Mission Mutucheri School, Bangalore.*—This was formerly a boys' school; but the boys were transferred to the New Market school, and a class for girls opened in June last under the direction of Mrs. Fentiman. There are now 27 girls, all learning Tamil, and examined weekly by the inspecting school master. One male teacher is employed on Rs. 8 a month, and a serving woman on Rs. 3. No fees are paid, and books are provided gratis.

c. Hindustáni Schools.

259. *Mahomedan Female Educational Institution, Bangalore.*—This school continues to be well attended, and the progress is not unsatisfactory. The girls read very well indeed, put down figures, and know a little grammar. Writing is not taught, as the possession of such an accomplishment would be regarded as dangerous. Some of the elder girls who had learnt embroidery have lately left. The funds derived from private sources are very precarious, and there is reason to suspect that the main expenditure is met from the grant. About 20 poor girls receive a meal a day.

260. *Madrasa Mufid un Nisván, Bangalore.*—This school appears to be going on fairly, though the register and account books are very confused. The girls knew what they professed to have learnt, and some could read accurately and with great fluency. Needle work and embroidery receive particular attention. No writing is taught.

261. *Zenáni Madrasa, Táràmandalapété.*—This school is conducted by Amir un Nissa Begam, a clever young woman of good family and well educated. She supports her blind father and his family by earnings of her school opened two years ago, on the household coming from Mysore. The Sub-Deputy Inspector visited it, and found 26 girls present, 20 of whom were examined openly, and the remaining 6 elder ones with the intervention of a parda. He expresses himself as very pleased with

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the school, and anticipates good results from its being placed under Government inspection.

III. BOOK DEPARTMENT.

262. *Central Book Depôt.*—The work of the depôt has been increasing from year to year, but no addition has been made to the establishment. From this cause and from a want of methodical arrangements the demands of school masters were not supplied with regularity, and frequent complaints arose. An improved mode of indenting for books, which I suggested some months ago, has been adopted, and the labor and correspondence of the Curator thereby materially lessened. Still the depôt is too short handed to work smoothly. But apart from this the transmission of books is subject to frequent delay and interruption for want of coolies or other means of transport. I recommended two or three years ago the permanent employment of a small staff of porters for conveying parcels at stated periods along appointed routes, so that all the schools might obtain regular supplies, and I still think that plan would be both economical and satisfactory.

263. *School Books.*—My attention has been particularly directed to supplying the want of elementary Kanarese school books, and proceeding on the principle described at the commencement of the report, (paragraph 16) I have superintended the preparation by the Kanarese Translator, Ramaswámi Shástri, of the following series: Padya Sára (poetical reader), Kathá Saptati, (prose reader), Vágvidháyini (grammar), and Bhúvivarané (geography). The best proof of the success of these books will be found in the demand for them, of which the following facts are confirmatory. The first edition of Padya Sára, 10,000 copies, is exhausted, and a second called for: of Vágvidháyini a second edition of 10,000 copies has just been published: of Bhúvivarané the 5000 copies issued are all gone, and a reprint is required. It may be mentioned as an encouraging fact that the Padya Sára has called forth a native commentary, Padya Sárá Prakáshiké, in size and price as four to one of the original text.

264. I have now in the press Anka Ganita (arithmetic) and Amara Kósha, the well known Sanskrit thesaurus of words, which is so popular in native schools.

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265. *Maps.*—The map of the World in Kanarese having been completed, arrangements have been made for engraving one of India on a large scale; but for want of the skilled labor required, the work proceeds slowly.

IV. BUILDING OPERATIONS.

266. School houses according to the second class standard design have been erected at Yelahanka and Sríniváspura, and new wings have been added to the Hassan and Kolár District school premises.

267. The school compounds at Bélúru, Arakalagúdu, Dodda Ballápura and Sarjápura have been suitably enclosed.

268. For the construction of hóbli school buildings the village people frequently complain of their inability to procure timber. This difficulty, it is hoped, will be partially removed by the recent order of the Supreme Government (No. 75 F., Public Works Department, Revenue—Forests, dated 10th February 1871) that the ryots of poor districts may be supplied for the purpose with timber from the Government forests at half the duty rates. In several cases, however, the people are unwilling to contribute for the work until some responsible person undertakes the superintendence. The Amildars have generally taken steps to give the villagers confidence, but their directions are too often thwarted by subordinate officials on the spot.

CONCLUDING REMARKS.

269. *Complement of Schools.*—From the particulars given under the heads of Talook and Hóbli Schools, it will be seen that the sanctioned complement of one school for each talook and one for each hóbli is all but filled up. It is therefore well to inquire in what direction a further extension is desirable, and what means are at disposal for the purpose.

270. *Desideratum for English Students.*—It is likely that enough schools exist for the minority of the population who are in a position to pay for and profit by an English education. I am of opinion, however, that a boarding establishment is needed for native students from out-stations. An Amildar, though ignorant of the language himself, often wishes to have his children taught English, and for want of connections at head quarters to whose care they can be entrusted while attending

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school, is forced to engage a private tutor,—a part generally played by a man whose qualifications bear an inverse ratio to his assurance. Other officials in the talook are led to send their boys to the Amildar's school and to share in the expense of the master, who receives about Rs. 25 a month, and holds a privileged position in virtue of his employer's authority. Such arrangements are detrimental to the Government schools, and moreover do not answer the end for which they are made. Were only the means of residence provided at the capital, the best and highest instruction would gladly be availed of. I do not advocate its being done by Government, though much might be urged in favor of that course. But it is perhaps not too sanguine to expect that some wealthy native, or body of natives, may, in emulation of their brethren in Bombay, be willing to build and endow a chatram for the exclusive use of students in the High School, than which few more charitable or meritorious works could be performed.

271. *Prevailing Vernaculars.*—In considering the claims of vernacular instruction it is well to bear in mind that the bulk of the population is Kanarese, that about 5 per cent of the inhabitants are Mahomedans, speaking Hindustáni, and that Telugu is the prevalent language in the north east of the Kolár District, and among certain trading classes, as the Kómatís and Telugu Banajigas. Tamil is used in conversation among the Shrí Vaishnava Brahmans ; but they do not, as a rule, either read or write it, and this language is chiefly confined to the Cantonment of Bangalore. Mahratti is employed for domestic purposes by the Uttaráji branch of Mádhva Brahmans.

272. *Demand for Kanarese Schools.*—Kanarese schools, on the scale of those at talook head quarters, it seems unnecessary to add to beyond the sanctioned limit, as they are not more efficient than the hóbli schools, and their cost is much greater. In fact a reference to last year's Educational Report (page 7 of the Chief Commissioner's Review) will shew that the annual cost of educating each pupil in the hóbli schools is very considerably less, both absolutely and in reference to Government expenditure, than in any other class of schools, Government or aided. When they were first established it was reckoned that no village would be much above 4½ miles from a school occupying the centre of the area of 41 square miles, the average dimensions of a hóbli

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In practice, however, it is found that children will not come to school beyond a distance of about 2 miles. But as each of the revenue districts, extending over about 2,500 square miles, contains more or less 5,000 villages, (Mysore Statistical Returns, Table I, C) a circle with that radius would embrace a sufficient number of households to maintain a school. Small circles were not adopted at the outset, owing to the expense involved and the uncertainty of the result before a trial had been made. At the same time, however, it was shewn that the hóbli scheme was expansive and capable of being indefinitely extended. (Educational Report for 1868-69, paragraph 50.)

273. *Extension proposed.*—The success of the schools may now be considered established, the means of expenditure it will be shewn farther on can be made available. The extension of the village school system is therefore proposed for the approval of Government. From the four districts included in this report I have been furnished with a list of 371 large villages, the people of which, though anxious for education, are unable to take advantage of the existing hóbli schools, and in each of which at least 20 pupils will be assembled and school premises provided. Taking these data as a basis of calculation for the whole Province, I submit for sanction that the number of village schools be raised from 645, or one in each hóbli already provided for, to 1200, with a proportionate increase of the subordinate inspecting agency, the distribution of the new schools being regulated by the relative importance of the villages in each talook.

274. *Funds for the Extension.*—The cost of increasing the number of village schools proposed above would amount to Rs. 51,132 a year, as per margin, which sum added to the Rs. 68,280 appropriated in the Budget for hóbli schools would make a total of Rs. 1,19,412 to be expended on primary education. But the one per cent educational cess for the maintenance of hóbli schools is estimated to produce Rs. 80,000, and by taking credit further for one half of that sum as the contribution from the State, in accordance with Despatch from the Government of India No. 100, Home Department, Education, dated 4th March 1871, we obtain Rs. 1,20,000,

	Rs.
555 Village school masters at Rs 7	46,620
8 Sub-Deputy Inspts (3rd grade) at Rs 30	2,880
Travelling allowance and establishment for do	1,632
	Rs 51 132

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or a little more than will cover the entire expenditure. It would be out of place here to enter into fuller details, but enough it is trusted has been said to warrant an application to Government on the subject.

275. *Demand for other Schools.*—The principal remaining demands are for girls' schools (in most cases Kanarese) and for Hindustáni schools. It is needless to point out the importance of encouraging female education wherever a desire for it is expressed. The remarks in this report under the head of girls' schools will shew, however, that at present the means are not at hand for extending such encouragement. As regards the Musalmán population again, it is extremely desirable that methodically conducted schools, in which a good secular education is given, should be established for them. This can be done by the appointment of trained masters from the Hindustáni normal school, provided that funds for the purpose are placed at the disposal of the Department.

276. *Provision for the Demand.*—The complement of District and Talook schools being now filled up, it follows that the work of the general Normal School has also been accomplished, as the vacancies for masters in such schools will henceforth be very rare. For such as do occur moreover, suitable candidates may be found either among the most successful hóbli masters or among the advanced pupils of the schools themselves. The Hindustáni branch of the normal school, however, has its work still before it. But the discontinuance of the other branches would set free a sum of Rs. 5,450 a year, which would be more than enough for the establishment of the schools referred to in the preceding paragraph. In fact Rs. 3,000, the annual grant made for many years past for new talook schools, would probably suffice.

277. *Demand for Assistant Masters.*—The foregoing propositions refer to the establishment of new schools, but many of those already established stand in need of assistance. It is evident that there must be a limit to the number of pupils a single master, however industrious, can efficiently teach, especially when they are at different stages of their education. On this limit being reached, unless an additional master is appointed, the people refuse to send more children to school, on the ground that they cannot receive proper attention. Attempts have often been made, but always unsuccessfully, to work by means of monitors. The

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friends of a boy selected for that purpose argue that if he is fit to teach he has learnt enough and need not attend school any longer, unless it is made worth his while by paying him. The children in the lower classes, on the other hand, tell their parents that they are taught by one of the boys and not by the master. Hence these also are withdrawn. Thus the school suffers loss in both its highest and lowest classes. It has therefore been usual to appoint paid assistant masters wherever there was a reasonable ground for it.

278. *Advantages of their Appointment.*—In many cases these have been experienced indigenous school masters of the place, who, on offering to bring over with them all their own pupils, have on those terms been accepted after sufficient trial. The arrangement is advantageous to the Government school as securing a large accession of pupils and the influence and good will of the recognized local school master. The attraction to the latter is not the prospect of a larger income than he is getting, often it is not so large, but of one that is fixed and can be depended on, as well as of the connection with Government. Overtures originate with the men themselves, and first began to be received when the talook schools were placed on a superior footing by the organization mentioned at the beginning of this report. Not only has the usefulness of the Government schools been extended by these connections, but the entire education of many towns has been brought within the control of the Department. The recent orders therefore of the Supreme Government (No. 11 G, Foreign Department, General, dated 5th January 1871) declining to sanction assistant masters, imposes loss upon the schools, both talook and hóbli, and checks the full development of which they are capable. I venture therefore to submit that the matter should be reconsidered.

279. *Prospects of the Department.*—The means have been indicated whereby the operations of the Educational Department may in future be extended; but it devolves upon me also to bring to the notice of Government the position of those already in the service. The one paramount anxiety among all the classes of school masters is for definite rules of promotion. The general feeling on this subject was referred to in my report for 1866—67 (see Educational Report for that year, para 22-24). I would here again call attention to it, and request permission to draw up a plan of

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graduated progressive salaries, the adoption of which would it is believed produce the best effect on school masters and by consequence on the schools in their charge. The expenditure at the same time need not exceed the present Budget limits, as the possibility of savings under the head of normal schools has been shewn, and by reduction of the engineering school a further sum of Rs. 5,682 would be available.

B. L. RICE,
Inspector of Schools.

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APPENDIX III.

II. CIRCLE.

Inspector's Report.

I have the honor to submit the Annual Report for the year 1870—71, on the progress of Education in Circle II.

I resumed charge of this office on the 7th June last after an absence of nearly 2½ years spent in Circle I.

The following tables will shew the number of schools and pupils under my inspection, also the work performed by myself and the Sub-Deputy Inspectors.

Table I.

District.	No. of Government Schools.	No. of Pupils.	Private Schools in receipt of Govt. Grant.			Private Unaided Schools.			Total No. of Schools.	Total No. of Pupils.
			Established by Mission societies.	Established by other than Mission.	No. of Pupils.	Established by Mission societies.	Established by other than Mission.	No. of Pupils.		
Toomkoor	52	1,655	2	2	156	6	62	1,080	124	2,891
Shimoga	38	1,345	...	3	94	1	17	235	59	1,674
Kadoor	31	858	...	1	15	...	22	429	54	1,302
Chituldroog... ...	28	798	...	...	...	...	66	952	94	1,750
Total for 1870—71	149	4,656	2	6	265	7	167	2,696	331	7,617
Total for 1869—70	110	3,399	2	5	231	...	...	...	117	3,630
Total for 1868—69	72	1,175	2	6	261	...	...	...	80	1,436

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Table II.

District.	Boys'.						Girls.'		Total No. of Schools.	Total No. of Pupils.
	No. of Anglo-Vernacular Schools.	No. of Pupils.	No. of Talook Vernacular Schools.	No. of Pupils.	No. of Hóbli or Sub-talook Ver. Schools.	No. of Pupils.	No. of Ver. Schools.	No. of Pupils.		
Toomkoor	1	88	12	516	41	1,126	1	74	55	1,804
Shimoga	1	174	10	462	29	778	1	32	39	1,446
Chituldroog	1	60	11	384	16	354	...	...	28	798
Kadoor	1	46	9	355	22	472	...	...	32	873
Total for 1870—71	4	368	42	1,717	108	2,730	2	106	154	4,921
Total for 1869—70	7	355	37	1,365	70	1,341	2	86	116	3,147
Total for 1868—69	7	285	34	993	36	...	3	107	80	1,385

Statement of Work.

Name and Office.	Area of Circle in square miles.	No. of schools examined during the year.	No. of days occupied in examining schools.	No. of days occupied in other work.	No. of days spent on circuit.	No. of miles travelled during the year.
R. G. Hodson, Inspector of Schools ...	14,347	138	106	212	150	2,115
Rámáchári, Sub-Deputy Inspector, Hóbli Schools, Shimoga	4,650	40	68	159	143	1,242
Anantáchári, Sub-Deputy Inspector, Hóbli Schools, Kadoor	2,725	42	47	178	148	1,661
Nanjundaiya, Sub-Deputy Inspector, Hóbli Schools, Chituldroog	4,205½	102	76	35	83	1,494
Vásudévaiya, Sub-Deputy Inspector, Hóbli Schools, Toomkoor	2,766½	34	37	121	59	860

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Every talook throughout the circle has been visited by me at least once in the year, excepting only Molakálumúru. Schools that required a more frequent inspection have been examined twice and sometimes oftener. English education has always been rather backward in this circle; but the results of this year exhibit decided indications of progress in the districts of Shimoga and Chituldroog, also, in a less marked manner, at Toomkoor. In the Kadoor District no advance can be reported.

Only one talook not visited during the year.

Condition of English education.

The position of the three superior Anglo-vernacular schools has been improved by an increase of establishment, a step which involved no additional cost, as it was decided that the English schools at the three talooks of Chikkanáyakanahalli, Shikáripura and Harihara should be abolished, leaving only vernacular schools to be maintained at those places, and thus releasing four English teachers who were at once transferred as assistant masters to the superior schools at Shimoga, Chituldroog and Toomkoor. Although these schools are now placed more on a level with those of the same grade in other parts of the Province, the establishments even with these additions are on a minimun scale. Much of the previous want of success may be attributed to the weakness in numbers and efficiency of the teaching staffs. Shimoga school is still at a disadvantage in this respect; but its University success, though comparatively small, is encouraging. The histories of the schools at Shimoga and Chituldroog exhibit very clearly to how great an extent the success or failure of an institution depends upon the head master. Both schools have now matriculation classes. To guard against the head master's time being wasted in cramming one or two boys to the neglect of the rest, no matriculation class is now formed of less than 5 pupils and no first or preparatory class of less than 7 pupils. As a rule both of these classes are taught almost entirely by the head master. Now that the status of these three district schools has been raised, I would venture to suggest a slight increase of schooling fee which might safely be raised from 4 to 8 annas on all classes above the third. For the encouragement of superior education it is

Transfer of teaching staff from inferior to superior anglo-vernacular schools.

Establishment still on minimum scale.

Precaution against cramming a few boys to the disadvantage of the many.

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Scholarships recommended.

usual to offer scholarships, a stimulus which has not yet been extended to this Circle; but which I trust will now be granted not only for the more advanced students in English but also for Kanarese schools.

The abolition of the talook English schools has reduced the number of Anglo-vernacular institutions from 7 to 4; but the number of pupils brought under instruction instead of being diminished has increased, as will appear from the appended tables.

A.

Previous Establishment.

No.	Schools.	Number of Pupils.		Total.	Number of Teachers.		Total.
		Anglo-Vernacular branch.	Purely Vernacular branch.		Anglo-Vernacular branch.	Purely Vernacular branch.	
3	Higher Class...	25 4	192	446	9	8	17
4	Middle „ ...	102	119	221	6	5	11
	Total Number of Pupils			667	Of Teachers		28

B.

Present Establishment.

No.	Schools.	Number of Pupils.		Total.	Number of Teachers.		Total.
		Anglo-Vernacular branch.	Purely Vernacular branch.		Anglo-Vernacular branch.	Purely Vernacular branch.	
3	Higher Class...	322	198	520	13	8	21
1	Middle „ ...	46	20	66	2	1	3
3	Lower „ ...	...	105	105	...	4	4
	Total Number of Pupils			691	Of Teachers		28

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As the demand for English instruction increases it may be found expedient to re-establish schools of this class at the head quarters of talooks; but hitherto the experiment has proved a failure.

I trust that the peculiar position of the English school at Chikkamagalúru, the head quarters of the Kadoor District, which I have noticed in another part of this report, will receive attention, as English education is very inefficiently represented there.

Talook Kanarese schools recently opened.

Five new Kanarese schools have been opened during the year at the talooks of Kunigallu, Koppa, Nagar, Soraba and Hiriyúru. All are doing well except the last. The Hiriyúru Talook appears singularly destitute of important towns. The town of Hiriyúru itself is a mean half-deserted place, and only furnished about a dozen boys. A hóbli school would meet all requirements, and would be more acceptable if conducted by a Lingáyet master.

Talooks where Government schools are not necessary.

The talook of Wastára was last year provided with a school; but, under conditions similar to those I have described as existing at Hiriyúru, a transfer was made to Sakrépatna, leaving Wastára without even a hóbli school as a substitute. I paid a visit to Wastára with the express purpose of arranging for the establishment of some kind of school there; but found the people were indifferent, and the only available accommodation was a dark hovel where the Amildar kept his horse.

At Kadaba Talook I found an endowed free school and a recently opened Government school side by side. As there was no room for both and the former seemed popular, the latter was transferred to Chellakere, the head quarters of the Doddéri Talook, where it is in a tolerably thriving condition.

Talooks that remain unsupplied with Kanarese schools.

The only remaining talooks where schools of this class should be opened are Kávaledurga and Anantapura, both in the Shimoga Malnád. I was much disappointed during my inspection tours to find that many of the talook schools, especially in the Chituldroog and Kadoor

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Districts exhibited little or no progress, and were scarcely equal to some of the better hóbli schools to which the talook schools should be models. With one single exception the fault clearly lay in every case with the teachers, and I have been obliged to exercise some severity. Two glaring cases I brought to your notice of men who had literally ruined every school with which they had been entrusted, These were, of course, dismissed, a proceeding that had a good effect on some others that were disposed to be idle. There are still a few who require very close supervision.

Ill success generally attributable to the master's neglect or incapacity.

Unfortunately Circle II is rich in undesirable appointments, and several masters who have found their way to these penal settlements from the east of Mysore are not calculated to add to the credit of the Department. It has frequently been suggested that schools in such places should have a slightly higher rate of pay attached to them.

Under these circumstances it is gratifying to be able to note that the aggregate increase of attendance is one-third greater than last year. Of course the opening of five new schools has contributed to this result; but a reference to the tabulated returns will shew that fully three-fourths of the old schools have grown in numbers. The general attainments also will bear the same test. On this head I may quote from a letter written by the Deputy Superintendent of Chituldroog in the month of February. He states, "I have been visiting all the vernacular schools of the talooks I passed by in my present jamábandi tour and making a few presents to the boys by way of encouragement. The progress was generally satisfactory, and I could see that your recent tour of inspection had done a great deal of good."

Increase of one-third in the attendance at Kanarese talook schools.

Remarks by the Deputy Superintendent of Chituldroog.

The unpopularity of many of the talook schools was, I see, noticed in the Educational Report for 1869—1870. At such places I generally found the schoolmaster was to blame. Even amongst men who had been through a regular course of training in the General Normal School, I repeatedly met with instances of a childish misapprehension of a school master's duties. One very common and to the people

Unpopularity of Kanarese schools accounted for.

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peculiarly objectionable practice was that of making the study of history and geography injudiciously prominent to the exclusion of writing, mental arithmetic and the fractional tables which are taught in almost every village school throughout the country, and other subjects equally prized, though of varying importance with those I have named.

Public Examinations of Kanarese schools.

The public examinations were generally largely attended by the friends of the boys; but the Talook Amildars were conspicuous by their absence, and appeared to regard educational operations as of so little consequence that I brought the matter to the notice of the Superintendent of the Nagar Division, who caused a circular to be issued directing Amildars to be present when the schools at their talook head quarters were inspected. Many who have since shewn themselves very willing to assist educational movements, explained to me that they had previously been afraid of interfering in a Department which they had been accustomed to regard as unconnected in any way with their duty.

Measures adopted with unpopular schools.

By enlisting the co-operation of the talook authorities, making the examinations as public as possible, and taking the opportunities offered by such gatherings to explain the course of instruction aimed at by Government, I generally succeeded in placing the masters of unpopular schools and the people on better terms with each other.

Schools deserving mention.

In each district there were a few schools that afforded me much gratification, and as offenders have been punished, I trust that those who have earned reward will receive promotion. Of this class it gives me pleasure to draw attention to the masters at Ságara, Maddagiri, Sírá, Bánávára, Dávanagere, Koratagere, Sakrépatna and Huliyúrdurga.

Effects of the Government order for employment of unpaid monitors.

The recent order of Government refusing to sanction proposed assistant masters to a few of the larger schools and recommending the employment of monitors, has caused much dissatisfaction, especially in those cases where indigenous masters had amalgamated their own schools with those of the Government, and had not only been teaching gratuitously for several months but had forfeited during that period their usu-

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al income from private scholars. As these men are generally held in much estimation where they have long been the principal local educators, the reopening of their own schools will undoubtedly withdraw many pupils from the Government schools, and give rise to much annoyance from the practice of pupils perpetually changing from one school to the other. I have already shewn that the practice of employing unpaid monitors has been tried and failed long ago.

Inadequacy of the book supply.

The supply of vernacular school books has been rather defective during the year, rendering necessary the introduction of inferior text books and in various ways interfering with the progress of many schools. The present system of despatching supplies of books to the various talooks appears to involve a great deal of delay.

School houses.

Much inconvenience is experienced at the following places from the want of proper school buildings.:—Tarikere, Holé-Honnúru, Sakrépatna, Sringéri, Yedahalli, Molakálumúru, Soraba, Nagar, Chennagiri, Koratagere and Birúru. One new school house commenced during the year at Nyámati is nearly completed, and sanction has been obtained for the building of two more during the coming year at the two places first on the above list. I would here venture to repeat a suggestion which has been offered before, that, for the Malnád, the existing standard design might be advantageously changed for a style of building less expensive, equally well adapted to the purpose, and capable of erection or repair without the necessity of employing skilled work-men from a distance.

One Training School insufficient.

The training school for hóbli masters at Chikkamagalúru is the only one in this Circle and has not latterly been so successful as usual. The solitary institution is quite unequal to the demands made upon it. The peculiarities of the Malnád Districts of Shimoga and Kadoor claim at least one training school and the Chituldroog District another. The difficulties adverted to are described in my report upon the hóbli schools of those districts.

Each of the superior Anglo-varnacular schools and several vernacular schools including the Nagar Division training school have had the

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Chief Commissioner's inspection visits.

advantage of a personal visit of inspection from the Chief Commissioner during his recent tour through the Province, which has had a very encouraging effect on the masters.

I will now proceed to notice briefly, district by district, the (I) Anglo-vernacular schools; (II) Talook Kanarese schools; (III) Hindustáni schools; (IV) Hóbli Schools; (V) Schools receiving Government aid; (VI) Unaided schools.

* Number of Pupils	...	174
" Classes	...	7
" Teachers	...	5

The District School, Shimoga.—Was inspected by me in the month of December and reported on at considerable length. The condition of the school has greatly improved; but classes II, III, and IV betrayed very defective tuition. The additional teacher, whose transfer from Harihara was afterwards sanctioned, has rendered good service, and I trust the other changes recommended by me will eventually receive approval and be carried out. This school affords an example of what may be effected where the head master understands his duty and does it. When Mr. D. Taylor took charge of the school in January, 1870, there were 76 pupils. At the end of 1869-70 there were 120, the attendance has since steadily increased to the number given in the * margin, and will, I expect, soon reach 200. Notwithstanding the inadequacy of his staff which was represented in my inspection report, the head master set to work to achieve the standard which had hitherto been regarded as unattainable. The two most advanced students C. M. Rámánujaiengar and M. Narasing Bhán, both of whom began their A, B, C, in this school, were taken through the matriculation course. When the time arrived for them to go to Bangalore for the examination, Narasing Bhán, who had recently got an appointment as a writer, could not obtain leave of absence. Rámánujaiengar went up and passed very creditably in the first division. On the list of candidates passed out of the various schools of the Mysore Province his name stands second, only one candidate having passed above him. Had Narasing Bhán appeared, there is every probability he would have passed also. The successful matriculate is preparing for the F. A. test, and five other pupils for the entrance examination of 1871.

With the defective means at his disposal it was not to be expected

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that the head master should pass a large class, as a disproportionate division of his time was claimed by the junior classes. He has, however, done his best, and I think the merit of his effort should receive substantial recognition. The standard attained entitles the head master to a higher rate of salary than is drawn by him at present.

Assistant master Isaac Pillé has worked very zealously.

Thanks are due to Major Hay, Superintendent of the Nagar Division, and to Colonel Babington, the District Engineer, for the general interest they have exhibited in the progress of the school and for their contribution of 50 rupees each towards the purchase of prizes.

The District School, Chituldroog.—Has for the last two years, I find, been reported upon very unfavorably. I took an early opportunity of inspecting it, and found every thing in a deplorable condition. The school building was dirty and delapidated, the furniture damaged, the mats worn out, and the book store filled with books; whilst the classes had in some cases one book to five boys. Every thing betrayed neglect and confusion.

Number of Pupils	...	60
,, Classes	...	7
,, Teachers	...	4

The highest class was nominally a second;. the teaching staff consisted of only the head master and one assistant. In dividing the work no particular duties had been assigned to either master, consequently neither professed to be responsible for the attainments of any class in any subject. The excuse offered for the failure of every class throughout the school was the inadequacy of the teaching staff, which undoubtedly was not equal to the requirements of the school, and to have taken each class through its appointed course would have entailed very heavy work upon two masters ; but I failed to detect the slightest indication of the performance of any extra duty by either teacher.

Every effort for the improvement of the school proved fruitless, and it became necessary to place it under different management. The Principal of the Bangalore High School gave up the services of one of his teachers who was appointed head master. The closing of the talook English schools at Chikkanáyakanahalli and Shikáripura placed two additional English assistants at liberty. The number of names on the attendance roll is already nearly double what it was when Mr.

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Clapham took charge less than two months ago, and it should be observed that of the newly admitted pupils five have been formed into a matriculation class, and others have been distributed pretty equally over the other classes.

About three weeks after these changes had taken place the officiating Deputy Superintendent and the Judicial Assistant inspected the school; the following remarks were entered by the former. "I inspected the school this morning, and found great improvement since I last saw it. Mr. Clapham seems to have introduced order and regularity into every thing, and I doubt not that under his management the school will become one of the best district schools in Mysore." I here beg to remind you that Mr. Clapham's transfer from Bangalore to the head mastership of a distant district school is somewhat disadvantageous to him, and I trust that the merit of his services may eventually receive due acknowledgment.

This and other schools of the district are greatly indebted to the active interest exhibited by the Deputy Superintendent, Mr. P. Krishna Rao, in paying visits of inspection and distributing rewards.

Number of Pupils	...	88
" Classes	...	6
" Teachers	...	4

The District School, Toomkoor.—Although it does not take such a good position amongst district schools as I think it might, yet has made fair progress. Its highest class is now a first, a standard that has not been attained for several years past. The existence of a land surveying class is a noteworthy feature which is not, I believe, to be found in any other district school. It is of recent formation and is conducted under the difficulties arising from a very limited apparatus, and even for that the school is indebted to the Executive Engineer Mr. McKennie, who lent what could be spared from his office, until other arrangements are made. The surveying class comprising upwards of 20 boys meets every afternoon, devoting alternate days to out of door work. The opening of a similar class in Shimoga might provide a useful class of qualified subordinates for Department Public Works service in the Malnád. But at present not only has the Shimoga head master no implements, but no time for any additional duty.

At the last inspection of the Toomkoor school the classes under the first assistant master acquitted themselves on the whole better than any

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other. The junior assistants who were preparing for the entrance examination were allowed, I fear, to encroach on time that should have been devoted to school duties.

Number of Pupils	...	46
" Classes	...	5
" Teachers	...	2

The District School, Chikkamagalúru.—Was reduced last year from the grade of higher, to that of middle class school. Its condition never seems to have been satisfactory, although I see no reason why under an experienced and energetic master it should not be equal to other district schools. It must be allowed that the circumstances of an East Indian or European master located at this station are depressing. A suitable dwelling house is not to be had, the present head master lives within the limits of the native town—by no means a desirable place for an East Indian with a wife and family. Two European masters have died here, and I would suggest that in future the head mastership be filled by a native, who might conveniently live if he chose at the adjoining town of Hirémagalúru, which is considered a healthy place and only one mile distant. The assistant master who was subject to fever before coming here has been very ill the greater part of the year, and was looking greatly debilitated when I inspected the school: he had, however, done his best, and the condition of his classes was much better than I expected to find them. He continues, however, to suffer so frequently from fever and is so greatly reduced, that it is impossible for him to discharge the duties expected. I trust the condition of this school may be the subject of consideration during the coming official year.

Scholarships proposed for Anglo-vernacular schools.

In concluding my remarks on the Anglo-vernacular schools I beg to suggest that the introduction of a system of scholarships usual in other parts might advantageously be extended to this Circle for the encouragement of superior education.

SHIMOGA DISTRICT.

Number of Pupils	...	81
" Classes	...	3
" Teachers	...	2

The Shimoga Kanarese School.—Although it has a large attendance, is by no means well conducted. The head master has often been reported as unfit for the charge of so important a school, and I am sorry he has not been transferred to a place of less consequence. Under

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a qualified teacher this might be one of the best Kanarese schools in the Circle. I hope the recommendation I have made for the opening of a Hindustáni branch also will receive approval.

Number of	Pupils	...	41
,,	Classes	...	2
,,	Teachers	...	1

Soraba Kanarese School—Has been six months in operation. At the time of my inspection and previous to that, the number of pupils was greater than I have noted in the margin; but, being more than one master could teach, several boys withdrew. An assistant is needed. Between 40 and 50 visitors crowded into the little room during the examination, and after the close of the proceedings several expressed the obligation they felt to the Government, as the place, although the head quarters of a talook, was previously destitute of all educational means. The Talook Amildar, Védántáchári, deserves mention for the active interest he displays in educational proceedings.

Number of	Pupils	...	46
,,	Classes	...	4
,,	Teachers	...	2

The Ságara Kanarese School—Of about five years' standing; is the most advanced in the Circle. It is one of the very few in the province that has attained to a first class. The following remarks are taken from my report made immediately after my inspection visit. "The attainments of the second class pupils whose ages vary from 12 to 14, would enable them to compete with any Kanarese school in the Province. The head master, Puttappa, is a man of good attainments, belongs to a very respectable family, and bears an excellent character." The Amildar and other talook officials, besides a number of the boys' friends, in all about 60 visitors, were present during the examination, which during the last hour had to be conducted by lamp light; the proceedings appeared to give general satisfaction. The head master has had no increase of pay since his admission into the Department, five years ago.

Number of	Pupils	...	46
,,	Classes	...	1
,,	Teachers	...	1

The Kanarese School, Nagar—About six months' old; is highly prized by the people who, in this remote talook situated in one of the wildest parts of the Nagar Malnád, have long felt the want of some means of education for their children. The school master, I was sorry to see, seemed more anxious about being transferred than about the welfare of the school. In his anxiety for

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removal he is by no means singular. Every master in the Malnád talooks, except Puttappa of Ságara, earnestly begged for transfer on the ground of the climate and enhanced cost of living, especially during the rains.

Number of Pupils	...	43
" Classes	...	2
" Teachers	...	2

Shikáripura Kanarese School—Under the mismanagement of a master appointed last year gradually dwindled away to a dozen little boys. Since the appointment of another master the attendance has risen to the number given above; although the school has of course received a serious check it is rapidly regaining its former position.

Number of Pupils	...	65
" Classes	...	2
" Teachers	...	2

Nyámati Kanarese School—Is largely attended by the children of Lingáyet merchants and shop-keepers. Formerly upwards of 90 pupils were in attendance, and another assistant was found necessary. Some of the leading townspeople requested that the indigenous school master, Vírabhadraiya, who at one time acted during the absence of the Government head master, might be appointed an assistant; for, whilst they preferred placing their children under Government instruction, yet they hesitated to withdraw altogether from one who had for several years conscientiously discharged his duty as a teacher, and to whom many felt themselves indebted. I directed Vírabhadraiya to attend, and recommended his appointment which you did not disapprove. Subsequently a petition signed by the principal men of the town and supported by the Amildar, repeating their request was forwarded to your office; unfortunately sanction was not obtained, and Vírabhadraiya after serving for many months without pay naturally wishes to re-open his own school. The proceedings have proved very damaging to the Educational Department and disappointing to the Lingáyets, a class of men whom it is desirable to encourage.

Number of Pupils	...	48
" Classes	...	2
" Teachers	...	2

Chennagiri Kanarese School—Is conducted in a rented building not very well adapted for a school, but no better place is available at present. The master has not had much experience as a teacher, but is tolerably successful. In a great measure the success of the school is attributable to the popularity of the Lingáyet assistant.

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Holéhonnúru Kanarese School—Has the advantage of frequent inspection, being the head quarters of the Shimoga District Sub-Deputy Inspector, and exhibited considerable improvement at the time of my inspection. But subsequent reports of the Sub-Deputy Inspector's represent the school to have fallen off very seriously owing to a want of sustained exertion on the part of the head master. He also points out certain ill effects of allowing the head master's son to hold the appointment of assistant.

Number of Pupils	...	34
" Classes	...	3
" Teachers	...	2

KADOOR DISTRICT.

Chikkamagalúru Kanarese School—Is in a most unsatisfactory condition. There has been culpable neglect not only on the part of the Kanarese teacher, but also on that of the head master of the Anglo-vernacular school, whose duty it was to have superintended it.

Number of Pupils	...	20
" Classes	...	1
" Teachers	...	1

Sringéri Kanarese School—Was opened in the month of December last. The master is very ill-suited to the place, which requires an experienced teacher possessed of a good knowledge of Kanarese. As by far the greater part of the population are Smárthá Brahmans a man of that caste should be preferred. I was disappointed at finding the Educational Department so inadequately represented at such a place—the head quarters of the famous Jagat Guru and long a seat of learning. I was unable to hold any examination as the master, although he had been there upwards of a month, had not up to that time opened school owing, he explained, to want of books, the non-arrival of which, however, he had not reported to me.

Number of Pupils	...	44
" Classes	...	1
" Teachers	...	1

Yedahalli Kanarese School—Was not in a very satisfactory condition at the time of my inspection, which was the first that had been made since the establishment of the school in April 1869. It had frequently been closed on account of the absence of the previous master from illness and other causes. The present teacher, lately from the normal school, was depressed and anxious for removal. The demand for education is sufficiently evinced by the at-

Number of Pupils	...	50
" Classes	...	2
" Teachers	...	1

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tendance ; but there was a want of vigour that I have in vain tried to impart. The building, though the best place available, is not at all adapted for the purpose. The Amildar had screened it tolerably well from the bustle of the street and from the weather, by a wooden trellis work. I hope eventually to see an improvement at this place, but much depends on the character of the school master.

Number of Pupils	...	50
" Classes	...	2
" Teachers	...	2

Tarikere Kanarese School—Suffered seriously from the misconduct of a previous master. Upwards of 50 boys were present at the time of my examination, but the school betrayed long neglect. It is gradually improving. The want of proper accommodation has proved a hindrance, but will be remedied shortly as sanction has been accorded for the erection of a school-house.

Number of Pupils	...	35
" Classes	...	1
" Teachers	...	1

The Sakrépatna Kanarese School—Is in vigorous operation. Although the master had the usual discomforts inseparable from a Malnád residence and requested to be transferred, he had set to work cheerfully, and the condition of his school was very gratifying. The people shewed an active interest in the school and seemed much pleased with the proficiency exhibited by their boys at the examination.

Number of Pupils	...	48
" Classes	...	4
" Teachers	...	2

The Bánávára Kanarese School—Is the best in the Kadoor District, although it was one of the poorest when the present master took charge of it, rather more than a year ago. The previous master was sent to a Malnád school, which he reduced to almost nothing, and was dismissed.

Number of Pupils	...	38
" Classes	...	2
" Teachers	...	2

The Kadoor Kanarese School—Has made improvement during the year, but the master requires constant supervision.

Number of Pupils	...	55
" Classes	...	2
" Teachers	...	2

The Bírúr Kanarese School—Continues to hold a fair position. Considerable inconvenience is experienced from the want of accommodation, every available room in the town being taken for storing areca-nuts, for which production Bírúr is a celebrated

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market. The school has to be moved on an average about once a year in consequence of the owner requiring the premises.

· CHITULDROOG DISTRICT.

The Chituldroog Kanarese School—Being at the head quarters of the district should have a superior teacher. It has never attained the position it ought to occupy.

Number of Pupils		...	20
„	Classes	...	2
„	Teachers	...	1

The Dávanagere Kanarese School—Is the best in the Chituldroog District; but the master continues to be paid according to the rate laid down for a school of the lowest grade. I trust this discrepancy will be rectified as soon as funds are available. The school is fairly attended by Lingáyets, but there are 223 boys in the town of this persuation under private instruction. If sanction could have been obtained for an additional master and the Lingáyet element introduced into the teaching staff, upwards of 150 boys might have been brought under Government instruction, making this one of the strongest schools in the Province.

Number of Pupils		...	74
„	Classes	...	3
„	Teachers		2

The Chellakere Kanarese School—Had not been established when I visited this part of the district; but, on the request of the people for a school, I recommended the transfer to this talook of Kadaba school, and the proposal was carried out in the month of November. The educational wants of Kadaba are sufficiently met by an old established endowed school, which has always been open to Government inspection. The Chellakere school has made good progress during the short time it has been in operation.

Number of Pupils		...	38
„	Classes	...	2
„	Teachers	...	1

The Hiriyúru Kanarese School—Established in the month of August; is the smallest in the Circle. I consider the wants of the place, a miserable half-deserted town, would be amply supplied by a hóbli school, and the master's services better utilized in some one of the large Malnád towns, such as Thírthahalli, the head quarters of a talook, and where there is a strong demand for a school.

Number of Pupils		12
„	Classes	1
„	Teachers	1

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The Huliyára Kanarese School—Is not a large one, but is conducted in a spirited manner. Very fair progress has been made during the year.

Number of Pupils	...	54
" Classes	...	3
" Teachers	...	1

The Hosadurga Kanarese School—Was allowed to fall off very much by the master who had been guilty of great carelessness. Since my inspection in September an improvement has taken place, and the work is now going on more regularly.

Number of Pupils	...	54
" Classes	...	3
" Teachers	...	1

The Pávagada Kanarese School—Has not had a competent master. A change is now under consideration.

Number of Pupils	...	12
" Classes	...	2
" Teachers	...	1

The Harihara Kanarese School—Has fallen off under the present master, and it is worthy of remark that the school previously under his care has improved in every way under his successor. I regret to state that several such instances have come under my notice. Two of the worst cases have resulted in dismissal. Such failures may generally be traced to neglect or other misconduct.

Number of Pupils	...	26
" Classes	...	2
" Teachers	...	1

The Jagalúru Kanarese School—Was in a very low state when I examined it in the month of September, and although still not up to the proper standard it has decidedly improved. I was obliged to bring to the notice of the Deputy Superintendent that the Amildar had taken upon himself to remove the school to a most unsuitable building, and in other ways acted obstructively and that his influence had not been favorable.

Number of Pupils	...	38
" Classes	...	2
" Teachers	...	1

The Molakálumúru Kanarese School—Was not open when I visited this district; the newly appointed master having failed to reach the place at the expected time. It has subsequently been twice inspected by the Sub-Deputy Inspector, who gives a moderately good report of its condition. The assistant Kanarese master has given his services gratuitously for nearly six months past, and as his permanent retention is uncertain, owing to the recent orders to employ unpaid monitors, he will probably withdraw and take half the

Number of Pupils	...	46
" Classes	...	2
" Teachers	...	1

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pupils with him—a step I shall much regret. If the order for the substitution of unpaid monitors be insisted upon, a large falling off in attendance must follow.

TOOMKOOR DISTRICT.

The Toomkoor Kanarese School—Though not the most advanced in the district is a good school, and the only one well conducted of the four at district head quarters. The first Kanarese master is methodical and hard working. Every year a considerable number of the boys admitted into the Anglo-vernacular school are drawn from this branch.

Number of	Pupils	...	101
"	Classes	...	3
"	Teachers	...	3

The Koratagere Kanarese School—At the beginning of the year changed both its masters with very decided advantage to the school. Formerly the attendance rarely rose above 30. The school room is now overcrowded. At the examination all visitors, except about half a dozen, had to satisfy themselves by such glimpses as could be got through the bars of the windows and the not very spacious door way. The day I spent at Koratagere was my first inspection visit, and I was disappointed to find that the Amildar exhibited so little interest in education that he neither attended the examination, nor could afford me any information. The manner in which educational proceedings were ignored by the talook officials of this district was brought to the notice of the Deputy Superintendent, and a slight improvement has since taken place.

Number of	Pupils	...	77
"	Classes	...	3
"	Teachers	...	2

Maddagiri Kanarese School—Has always been well reported on, and may be considered the best in the Toomkoor District. I think that the steady success of this teacher should be acknowledged by raising his pay to rupees 25—that of the 1st grade.

Number of	Pupils	...	38
"	Classes	...	3
"	Teachers	...	2

The Chikkanáyakanahalli Kanarese School—Has improved since the abolition of the English school in the month of December last, but it admits of further improvement.

Number of	Pupils	...	36
"	Classes	...	2
"	Teachers	...	1

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The Sírá Kanarese School—Is well conducted and affords a fair model for the surrounding hóbli schools. For nearly two months the school was under the temporary charge of the Hosúru hóbli school master. I had an opportunity of examining the school whilst it was under his care, and from the manner in which his work was performed I should consider him better fit to take charge of a talook school than some masters now holding such posts.

Number of Pupils	...	40
„ Classes	...	2
„ Teachers	...	1

The Kunigallu Kanarese School—Established in August last, during the year has been conducted in a manner very creditable to the master. I was quite satisfied with its condition when I inspected it so recently as February last.

Number of Pupils	...	34
„ Classes	...	1
„ Teachers.	...	1

The Turuvékere Kanarese School—Has a small attendance; but is conducted very creditably. This is one of the talooks where the Amildar appeared to consider schools as beneath his notice.

Number of Pupils	...	23
„ Classes	...	2
„ Teachers.	...	1

The Tipatúru Kanarese School—Is to be removed to Honnavalli of the same talook.

Number of Pupils	...	23
„ Classes	...	2
„ Teachers	...	1

The Huliyúrdurga Kanarese School—Is in the hands of an intelligent master. The results of my inspection, held very recently, were quite up to my expectations.

Number of Pupils	...	33
„ Classes	...	2
„ Teachers	...	1

It has been to me a source of much disappointment during my inspection tours, that no means should be at the command of the Inspector for promptly rewarding deserving masters. According to the existing practice, intervals of upwards of 12 months often elapse before a promised increase can be obtained, and longer delays are not uncommon.

GOVERNMENT HINDUSTANI SCHOOLS.

Those at Chituldroog and Toomkoor are the only schools of this class. Others might advantageously be opened at Shimoga and Chikkamagalúru, but no suitable teachers are yet available; until a better class of Hindustáni masters can be procured, little can be done towards improving these schools, and it is hopeless to expect indigenous and grant-in-aid Hindustáni schools to excel where Government institutions fail.

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The Chituldroog School—Under the tuition of a rather elderly man; occupies a position about on a par with a Kanarese hóbli school.

Number of Pupils	...	24
„ Classes	...	2
„ Teachers	...	1

The Toomkoor School—Has 2 teachers, of whom one has been sent to the Bangalore Normal School, and after he has had the benefit of a short course of training the assistant master will be sent.

Number of Pupils	...	43
„ Classes	...	2
„ Teachers	...	2

HOBLI SCHOOLS.

Increase of Hóbli Schools.

The number of these institutions for primary education has increased during the year from 65 to 108.

Condition of Hóbli Schools.

The condition of these schools I did not find so flourishing as the published reports had led me to expect; but from the detailed account of each district, due allowance being made for the difficulties peculiar to each locality, satisfactory progress is apparent.

Prevalent misapprehension regarding school-houses.

Although many of the schools had been in operation from 18 months to 2 years it does not appear to have been understood either by the Sub-Deputy Inspectors or by the people that the latter were expected to furnish the school-houses, and were entitled to a voice in the management of the schools. The prevailing idea was that hóbli schools were free schools to be maintained solely by the Sarkár, a notion which had already led to mischievous results that might have been anticipated. Parents held aloof from a school where they supposed they would have no warrant for objecting to any of the school master's proceedings that might be offensive, and the school masters in their new dignity of Government servants, shewed a disposition to resent any interference on the part of the Patél or Shánbhóg; thus a spirit of antagonism had begun to creep in, that would have proved destructive. It will easily be understood how the difficulty of inducing people to provide houses is increased, where they have been enjoying a school for 12 or 18 months free from any such stipulation. In a few instances the people distinctly declined to build, and others simply gave a promise without taking any steps towards its fulfilment; in such cases the transfer of the school was the only alternative; but, generally, the threatened

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transfer had the desired effect. Though a good deal of ingenuity has been displayed in fulfilling this condition at the least possible cost, and although many of the houses provided are open to several objections, the prominence given to the proceeding has been beneficial. The people begin to regard the schools more as their own and take pains to keep in order the houses that have cost so much trouble. The school masters find it to their interest to discharge their duty efficiently as any dereliction is apt to be reported to the Inspector; whereas on the other hand a popular school master rejoices in a round of invitations to dinner, and in frequent choice presents of betel nut and other dainties from gratified parents. Complaints from hóbli school masters against talook subordinates regarding delay in the despatch of letters, receipt of pay, the services of the village sweeper, &c., all but universal a few months ago, are now extremely rare. Regarding the style of school-house, no model being insisted on, a great variety may be seen. It is very seldom that a new house is built specially for the purpose. An old Government Chávadi purchased cheap at auction, a partially dismantled house or even a cattle-shed, the property probably of the Patél, is put into repair; or a room in a deserted temple is fitted with a rough door and window, occasionally a broad verandah is partially enclosed; but some of the houses I have seen are good substantial buildings, varying in value from 50 to 200 rupees. The house hired at Nonavinakere is worth probably about 300 rupees. At Bégúru the sum of 96 rupees has been collected and handed over to the Shékdar, who was chosen to superintend its disbursement. In the Malnád districts the people have in several instances placed at the disposal of the department certain tiled temples, of which a description is given in another part of this report. Altogether 44 houses have been provided, and others are in course of preparation.

Advantages of the rule regarding school buildings.

Description of houses furnished by the people.

I introduced the practice adopted by me whilst in charge of the First Circle of assembling the masters of each district once during the year for examination, and in the Shimoga District a few of the masters brought with them some of their most advanced pupils. For the coming year arrangements have been made

Practice of examining the Masters.

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to assemble at appointed centres all boys above the fifth or lowest class, so that every school will come under the personal observation of the Inspector, at least once in the year, a proceeding which has not hitherto been feasible.

Project for examining every hóbli school during the coming year.

The nature of the difficulties connected with the Malnád talooks of Shimoga and Kadoor Districts and those arising from the prejudices of the Lingáyet population of Chituldroog District are represented elsewhere. The necessity for some project to meet the peculiar features of the Malnád appears to have been recognized long ago, as I see in last year's Educational Report an expression of opinion by the Deputy Superintendent of Hassan "who has given great attention to educational movements," advocating a Malnád training school in addition to the three now in operation. Although there can be no question as to the expediency of this proposal I am not aware that any steps have been taken. I trust that sanction may be obtained as the expenditure would be very trifling. But Malnád training schools alone will not meet the difficulty, if there be no candidates for training, and this is the case in the Malnád talooks of Koppa, Wastára, Lakkuvalli, Soraba, Ságara and Nagar, which altogether would furnish scarcely a dozen indigenous school-masters, and I think I may safely say not half a dozen suitable men willing to accept the proffered post on 7 rupees a month. In passing through those talooks I was surprised at the utter absence of schools and the general ignorance that prevailed not merely amongst the trading and working classes, but amongst Brahmans who everywhere take the lead in education. In one well known town in the Shimoga District, being unexpectedly detained, I was politely invited to rest at the house of the Jóyisa (astrologer). Here I met several intelligent young Brahmans, of whom I found only one who could do more than spell tediously through a page of written or printed Kanarese, and this one said he went to a school in the plains for 2 years at a place distant nearly 60 miles. The ability to read and keep accounts is so rare that any one possessed of such acquirements may easily command more

Peculiar difficulties owing to locality and popular prejudice.

Malnád Training School wanted.

Scarcity of indigenous teachers in the Malnád.

Educational destitution of the Malnád districts.

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than 7 rupees a month from almost any sáhukar. In the absence of a class of indigenous masters to draw upon it will be necessary to introduce strangers; and Brahmans will, in the parts adverted to, be the most acceptable and the most suitable teachers. But any one acquainted with the Malnád districts will allow that a school master could not possibly live on the offered pay alone. It is urged and with truth that, although during harvest time many articles of consumption are cheap, in the wet weather which lasts fully half the year, there is nothing to be had for love or money, the practice being for each house-holder to lay in the requisite store previous to the monsoon when all communication with markets is cut off by the swollen mountain torrents, the flooded swamps and other impediments of a jungle during the rains. Even talook school masters in the Malnád on 15 and 20 rupees a month complain bitterly, and all except one who is a native of that part have piteously implored removal.

Expense and difficulty of living in the Malnád.

In dealing with the Malnád districts the case of Sub-Deputy Inspectors should not be overlooked. I would suggest that after three years' service in the Shimoga and Kadoor Districts a Sub-Deputy Inspector be transferred to the east of Mysore.

Malnád Sub-Deputy Inspectors.

By means of tabular statements and appended remarks I have endeavoured to shew the progress and condition of the hóbli schools in each district.

SHIMOGA DISTRICT.

In this district there are 29 hóbli schools in operation, of which number 13 have been opened during the year. In eleven villages suitable accommodation has been provided by the people, and premises have been promised at all the other places where schools have been established. Considering the nature of the country, the greater part of which being mountainous and covered with forest, presents difficulties unknown in the plains, the rate of progress is very gratifying; in fact, I regard the condition of primary education in this locality as more satisfactory than in any other part of the Circle. More money and pains appear to have been spent upon the

Number of schools opened during the year.

Number of houses provided during the year.

Favorable indications.

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preparation of school houses; the attendance is in several instances larger than might be expected, where the villages consist of scattered homesteads often numbering no more than two or three houses; and there is a noteworthy desire unequalled in any other part of the Circle to purchase copies of the books which are supplied gratis for school use. I have observed that several of the most praiseworthy schools owe their success in a great measure to the Patéls (Headmen) of those villages.

Deficiencies of Nagar, Kávale-durga and Honnáli Talooks.

The appended classified list of hóblís shews the distribution of the schools. The talooks of Nagar and Kávale-durga present all the difficulties of Malnád localities. Hence the scarcity of schools at present. Honnáli talook will be supplied when the training school can be brought to a convenient distance for candidates living in that neighbourhood.

Shimoga District.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V		
	Shimoga Talook.									
1	Shimoga ...	Aiyanúru ...	Sept. 1869.	...	3	3	3	6	15	Fair.
2	Holéhonnúru ...	Sanyási Kódamaggi.	March 1869.	...	7	12	12	11	42	Very good.
3	Anavéri ...	Gudamagatta ...	Do.	...	5	6	9	5	25	Fair.
4	Bidaré ...	Gajanúru ...	March 1870.	...	...	4	6	12	22	Fair.
5	Kúdli ...	Pillengere ...	Do.	...	...	4	1	27	32	Very good.
6	Benkipura ...	Benkipura ...	August 1870.	...	...	...	3	20	23	Fair.
7	Kúdlikeré ...	Arikere ...	Do.	...	...	4	3	27	34	Fair.
8	Holalúru ...	Sutakóté ...	Feb. 1870.	...	...	...	2	17	19	Fair.
	Chennagiri Talook.									
9	Chennagiri ...	Hodikere ...	March 1870.	...	...	5	7	15	27	Good.
10	Rájagondanahalli	Pondómatti ...	August 1870.	...	..	10	14	18	42	Good.
11	Santébidanúru ...	Dévarhalli ...	Do.	...	...	6	11	31	30	Fair.
12	Kallúru ...	Kallúru ...	March 1869.	...	4	5	5	8	22	Very good.

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Shikaripura Talook.									
13	Shikáripura ...	Isúru ...	May 1870.	...	...	4	6	10	20	Temporarily closed.
14	Belagáni ...	Belagáni ...	March 1870.	...	...	5	...	26	31	Fair.
15	Mugaligere ...	Mugaligere ...	Do.	...	...	6	4	8	18	Bad.
16	Jambúru ...	Maitammana-muchadi ...	Sept. 1869.	...	3	4	11	5	23	Bad.
	Soraba Talook.									
17	Soraba ...	Muttuguppé ...	August 1870.	...	...	...	14	15	29	Bad.
18	Kyásanúru ...	Hosabálé ...	Do.	...	...	...	6	11	17	Bad.
19	Tavanandi ...	Kerehalli ...	October 1870.	...	...	...	10	30	40	Fair.
20	Anavatti ...	Anavatti ...	March 1871.	...	...	...	...	20	20	Fair
21	Nisrani ...	Nisrani ...	Do.	...	...	...	...	13	13	Fair.
22	Chendragutti									
23	Télagadi									
	Sagara Talook.									
24	Ságara ...	Kelādi ...	August 1870.	...	...	10	9	10	29	Very good.
25	Shiravanté ...	Baradavalli ...	Do.	...	...	...	10	11	21	Fair.
26	Tálaguppé ...	Tálaguppé ...	Do.	...	...	...	10	16	26	Fair.
27	Shiravanté ...	Shiravanté ...	March 1870.	...	...	...	7	15	22	Fair.
28	Tarven									
29	Cherangí									
30	Hittihállu									
	Anantapura Talook.									
31	Anantapura ...	Anantapura ...	Feb. 1871.	...	...	...	18	30	48	Fair.
32	Mosarúru ...	Bennavalli ...	March 1870.	...	...	4	6	2	12	Fair.
33	Artavádi									
34	Belandúru									
	Honnali Talook.									
35	Honnáli ...	Honnáli ...	August 1870.	...	...	3	8	29	40	Fair.
36	Sásivéhalli									
37	Belagutti									
38	Kumsi									

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Kavaledurga Talook.									
39	Thírthahalli ...	Thírthahalli ...	March 1870.	...	...	6	26	4	36	Fair.
40	Kávaledurga									
41	Mandagaddé									
42	Malúru									
	Nagar Talook.									
43	Nagar									
44	Jála									
45	Pattaguppé									
46	Mávinaholé									
47	Humchadaholé									

Pillengere School—Of which the villagers are justly proud, deserves prominent mention. It is conducted in a substantial building purchased and kept in excellent order by the people, who have added to the simple school apparatus furnished by Government, a table, 2 chairs and sundry other articles, evidently with a view to effect as the school master does not appear to use them. The teacher, a Brahman, is a thorough school master, and commands general respect both on account of his private worth and his ability as a teacher. The pupils exhibit a slight sprinkling of Brahman boys, but the majority belong to the working classes.

Sanyásikódamaggi School—Is conducted in a tiled temple which, except for two days in the year, has been formally given up as school house, furnished with doors and windows, and is kept in proper repair by the villagers. In numbers it is stronger than Pillengere, and the boys are not far behind in attainments.

Aiyanúru School—In the same talook as the two foregoing; was formerly well attended; but a dispute amongst the people led to the withdrawal of all the Lingáyet boys and the opening of an opposition school.

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Nallúru School—Is the best in the Chennagiri Talook, and is greatly indebted to the Patél.

Pándomatti School—Is well conducted, and has 47 pupils, all Lingáyets, although the teacher is a Brahman. Materials for a house are being collected.

Hodikere School—Is conducted by a Lingáyet teacher of moderate attainments, but most of the boys in the town being Lingáyets, all the other schools have been deserted for his, which is well conducted on the whole.

Honnáli School—Is the only one in the talook. A convenient house has been given by a Brahman resident. Most of the boys are Brahmans.

Anantapura School—Has been only one month in operation. A good house has been provided, and there is a large attendance comprising boys of 12 different castes.

Bennavalli—Has the smallest school in the Circle; but it is planted in a thinly populated part. The Patél has provided a house, and the school appears to be prized.

Keladi School—Is conducted in a broad verandah attached to a tiled temple, is well taught, and well attended.

Muttaguppé School—Was several months after its establishment without books: similar delay has affected other schools in remote districts.

Hosabálé—Has a poor school in no way superior to the common pátashálés of the country. Neither master nor people exhibit much interest in the school, which may have to be removed. No house has been provided, and the boys are assembled in a temple.

Kerehalli School—Recently established; bids fair to become the best in the talook.

Tirthahalli School—Was opened by an intelligent young man, but who was not a native of the place, and his health failing, he very soon resigned, and subsequently was re-employed in the other Circle. For

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several months it was found impossible to secure a successor and the senior boys kept the pupils together by teaching as well as they could without asking for any remuneration. An acting master has been appointed temporarily. A talook school should be opened here. There would be a large attendance of Brahmans, Konkani Christians, who come up from the west coast, besides the children of all classes of tradesmen and artizans.

KADOOR DISTRICT.

The Kadoor District contains 51 hóblís, of which 29 are still without schools. Of the 22 now in operation 10 have been opened during the year. It may be observed on a reference to the appended list of schools, that the talooks of Koppa and Lakkuvalli are utterly destitute. This deficiency should be attributed not to any aversion for or even indifference towards Government education but to the extreme difficulty of procuring teachers. Of the seven talooks of the Kadoor District three are considered maidán country, three malnád, and the seventh (Chikkamagalúru) represents both descriptions with a preponderance of the latter. Koppa and Lakkuvalli, where all is jungle, are positively without schools, for although here and there a wealthy man may have three or four boys under tuition in his own house, such cases are very uncommon. In the absence of indigenous school masters I do not see any possibility of opening schools in these localities that are difficult of access, very feverish, and where all the necessaries of life are scarce and dear, unless these drawbacks are compensated for by the offer of slightly higher pay, certainly not less than is given to any village school masters in Coorg.

Number of Hóblies occupied during the year.

Proportion of Maidán and Malnád country in the Kadoor District.

Total absence of schools and consequent difficulties in obtaining Hóbli School Masters.

Eleven, or exactly half, of the hóbli schools in operation are conducted in premises that have been provided by the people. It should be observed that six out of these eleven school houses are temples, but they differ from the stone edifices of the plains. They are generally tiled houses open to the public, and sometimes used by travellers. No objection is made to the entry of Europeans and others wearing boots.

Description of temples given up for school houses by the people.

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The only school I found in the district rising above mediocrity was the one at *Hirémagalúru.* Its condition was very creditable to the teacher, but in other respects I was so dissatisfied with what I saw that I recommended its removal. It was attended not by the children of cultivators, artizans or any of the poorer classes, for whom these schools are intended, but chiefly by the sons of wealthy Brahmans who had neither provided a house nor spent a pice towards the maintenance of the school since its establishment more than two years ago. At a distance of less than a mile is the Chikkamagalúru talook Kanarese school, where tuition may be had on the payment of a monthly fee of one anna. It must, however, be admitted that the Chikkamagalúru talook master has not shewn himself to be such a good teacher as was the hóbli school master at Hirémagalúru.

Patnagere School—In the Chikkamagalúru talook, though small in numbers, is well conducted.

KADOOR DISTRICT.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	CHIKKAMAGALURU TALOOK.									
1	Chikkamágalúru.									
2	Sakrépatna									
3	Hullékere									
4	Bendiga									
5	Kalasápura									
6	Rájana Bariyúru..									
7	Shindikere									
8	Lakya ...	Lakya ...	March 1869.	...	...	8	8	15	31	Good.
9	Malalúru ...	Malalúru ...	Do.	...	...	9	7	2	18	Fair.
10	Karagatta ...	Karagatta ...	Dec. 1869.	...	...	11	11	18	40	Good.
11	Mattavara ...	Múgatihalli ...	July 1870.	...	...	8	3	7	18	Fair.
12	Kenkere ...	Bilékalhalli ...	August 1870.	...	...	8	6	30	44	Good.
13	Belavádi ...	Belavád ...	Do.	...	...	...	8	12	20	Fair.
14	Basavanahalli ..	Basavanahallii ...	Feb. 1871.							
15	Morlé ...	Morlé ...	Do.							
16	Nárnápura ...	Yemmésandi ...	Do.	...	...	...	...	10	10	...
17	Hirémagalúru ...	Dandarmukki ...	Do.							

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Banavara Talook.									
18	Bánávára									
19	Dévanúru									
20	Jámagallu ...	Jámagallu ...	March 1870.	...	...	8	11	24	43	Fair.
21	Belagúru ...	Belagúru ...	August 1870.	...	...	...	4	12	25	Good.
	Kadoor Talook.									
22	Kadoor									
23	Bidaré									
24	Patnagere ..	Patnagere ...	March 1869.	...	4	3	3	3	13	Good.
25	Bramhasamudra..	Bramhasamudra ...	Sept. 1870.	...	...	6	5	5	16	Good.
26	Nidagatta ...	Nidagatta ..	August 1870.	...	...	8	15	12	35	Good.
	Wastara Talook.									
27	Wastára ...	Kúdavalli ...	Do.	...	...	...	6	17	23	Good.
28	Bidaranádu ...	Chikkamagaravalli..	March 1870.	...	...	8	2	17	27	Fair.
29	Anúru ...	Anúru ...	Jan. 1870.	...	...	...	7	1	8	Fair.
30	Kadagalnádu ...	Hosahalli ...	Nov. 1869.	...	...	...	4	9	13	Fair.
31	Kalasa									
32	Mélabangádi									
	Tarikere Talook.									
33	Taríkere ...	Lingadahalli ...	June 1870.	...	...	6	6	19	31	Fair.
34	Doranahálu ...	Doranahálu ...	August 1870.	...	...	7	7	8	22	Fair.
35	Ajjampura ...	Ajjampura ...	Feb. 1871.							
	Koppa Talook.									
36	Hariharapura									
37	Bágumbi									
38	Hosakere									
39	Mógunda									
40	Sringéri									
41	Hosakallu									
42	Tona									

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Lakkuvalli Talook.									
43	Lakkuvalli									
44	Yedahalli									
45	Bálé									
46	Wágadi									
47	Kónakere									
48	Shitúru									
49	Nágalápura									
50	Hebbé									

Chituldroog District.

In no part of the Province has the introduction of hóbli schools progressed so tardily, and been regarded with such indifference as in Chituldroog District.

The population is almost entirely Lingáyet. Merchants, school masters, cultivators and artizans, with few exceptions, belong to this persuasion. Lingáyets are found filling almost every local office down to that of village watchman, but it is a noteworthy fact that there is only one single instance of a Lingáyet accepting the appointment of hóbli school master in this district.

Amongst a Lingáyet population only one Lingáyet *hóbli* school master.

The position of a school master amongst the Lingáyets commands a degree of deference very unusual in other parts of the Province; this seems chiefly attributable to the fact that almost all their indigenous teachers belong to the class of *Ayyagalu*, who perform the duties of household priests and occupy amongst Lingáyets a position very similar to that held by *Vaidíkás* amongst Brahmans. I may here observe that the solitary Lingáyet hóbli school master to whom I have referred

Social parallel between *Ayyagalu* and *Vaidika* Brahmans.

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above does not belong to this class of hereditary teachers; by caste he is a tailor, but for several years, he conducted a private school in the town where he is now employed by Government.

Ayyagalu, a class to furnish teachers.

It is, I think, sufficiently apparent that the *Ayyagalu* form the class from which the hóbli school masters must chiefly be drawn if permanent success is to be secured. Undue haste for the sake of multiplying schools is to be deprecated. The scruples entertained by these Lingáyet priestly school masters with regard to Government service, are similar to those which until lately prevented *Vaidíka* Brahmans accepting such employment. So recently as three years ago I believe the general Normal school in Bangalore did not contain one *Vaidíka* candidate; laterly this class of Brahmans has been found to predominate, and has furnished some of the best vernacular teachers in the Department. A similar reformation of public opinion, may, in course of time, be effected amongst the Chituldroog *Ayyagalu*. When one or two have overcome their hesitation and accepted Government pay, others will be found to follow. At present the common objection is " Why should we eat Government salt?"

Change of public opinion regarding the acceptance by *Vaidikas* of Government employment.

Lingáyet characteristics.

From what I have been able to observe it appears to me that when once the Lingáyets' sympathies have been enlisted, those very traits in their character that now render them difficult of access will prove the most valuable in supporting and carrying out educational operations. As a class they are retiring and very conservative, but shrewd, self reliant and remarkably well conducted.

After the foregoing representations it will not be matter for surprize that the following tabular statement and appended brief details shew the present educational provision for Chituldroog to be very disproportionate to the population.

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Chituldroog District.

No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Chituldroog Talook.									
1	Chituldroog ...	Guddadarangappana halli ...	April 1869.	...	...	14	...	3	17	Fair.
2	Chitrahalli ...	Gudabanahál ...	Do.	...	...	5	4	12	21	Fair.
3	Siddannanahalli ..	Siddannanahalli ..	Do.	...	...	...	...	...	...	Not yet inspected.
4	Turavanúru ...	Turavanúru ...	October 1869.	...	...	8	11	12	31	Fair.
5	Tálya ...	Tálya ...	April 1870.	...	...	11	12	30	53	Fair.
6	Bhímasamudra									
7	Kyásapura									
	Pavagada Talook.									
8	Pávagada ...	Kannamédi ...	April 1870.	...	...	...	13	7	20	Good.
9	Nidagallu ...	Nyáyadakunté ...	Do.	...	...	5	4	5	14	Bad.
10	Múgadálabetta...	Arisíkere ...	April 1869.	...	5	...	6	2	13	Bad.
11	Hosakóté									
12	Gummagatta									
13	Honnasamudra									
14	Rácharlu									
	Davanagere Talook.									
15	Dávanagere ...	Bétúru ...	April 1870.	...	...	...	10	17	27	Good.
16	Maikondé ...	Maikondé ...	April 1869.	...	5	2	4	13	24	Temporarily closed.
17	Anaji ...	Anaji ...	March 1871.	...	...	...	...	...	...	Not yet inspected.
18	Bharamaságara									
19	Anagódu									
20	Hadadihalli									
	Hosadurga Talook.									
21	Hosadurga ...	...								
22	Bágúru ...	Bágúru ...	April 1869.	...	9	13	18	15	55	Very good.
23	Rámagiri									
24	Bharmannanáyakanadurga									
25	Holalkere									
26	Jánakallu									

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Dodderi Talook.									
27	Harihara ...									
28	Kondajji ...	Bati ...	Nov. 1870.	...	...	...	...	41	14	Good.
29	Malébidanúru ...									
30	Náyakanahatti ..	Náyakanahatti ...	Jan. 1871.	...	...	...	10	6	16	Fair.
31	Chellikere ...									
32	Jájúru ...									
33	Gowrasamudra .									
34	Parusarámapura .									
35	Talaku ...									
	Budihalu Talook.									
36	Búdihálu ...	Heggere ...	Feb. 1871.	...	...	...	5	17	22	Fair.
37	Huliyára ...									
38	Kandikere ...									
39	Timmanahalli ...									
40	Muddénahalli ...									
	Molakalumuru Talook.									
41	Molakálumúru...									
42	Siddápura ...									
43	Dévasamudra ...									
	Hiriyuru Talook.									
44	Hiriyúru ...									
45	Aimangala ...	Harati ...	Feb. 1871.	...	...	...	5	19	24	Fair.
46	Jananagondaa halli ...									
47	Mottódu ...									
48	Dharinapuri ...									
	Kanakuppa Talook.									
49	Jagalúru ...									
50	Belachódi ...									
51	Sokké ...									

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Tálya School—The only one under a Lingáyet master, is the most popular in the district, if judged by the interest it excites, and the attendance it draws, although the attainments of the master are very moderate.

Bágúru School—Has the same number of pupils as Tálya, and may be considered the best in the district. The sum of 96 Rs. has been collected by the people for the purpose of building.

Turavanúru School—Is well conducted by the master, and is attended by upwards of 30 pupils; but the people have not made satisfactory arrangements regarding a house.

Bétúru School—Is doing fairly, and materials for a house have at last been partly collected.

TOOMKOOR DISTRICT.

Chikkanáyakanahalli and Tipitúru.

Of the 57 hóblís in this district 23 were supplied with schools at the end of last year. There are now 41 schools of this class in operation, leaving only 16 places to be filled. The number of vacant hóblís is greater in Tipatúru and Chikkanáyakanahalli than in any other talook, because of the very few candidates sent up from those localities to the training schools, also because the demand is not so keen there as in most other talooks. In twenty two villages school houses have been provided by the people, and for most of the other schools established some steps have been taken, such as collecting money, timber, stones, &c. But a few schools, chiefly amongst the number of those first established, will have to be removed, as the people do not seem disposed to fulfil this condition.

Twenty two school houses provided during the year.

Inspector's duties neglected.

The duties of Sub-Deputy Inspector had been very inefficiently performed in this district, and for some time after I took charge continued to be neglected to such an extent, that it became necessary to remove the man who held that post. The vacancy was not filled up until the month of October, so that for nearly six months the hóbli schools received no regular inspection, and several had not been visited

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for upwards of twelve months, the consequent ill-effects have not yet entirely disappeared.

I append a classified list of the schools. The most deserving of notice are those at *Hosúru* in the Sírá Talook, *Holanahalli* in the Koratagere Talook, and *Nonavinakere* in the Turivékere Talook.

The *Hosúru* master was appointed during the year to act for the absent head master of a talook school, and discharged his duties very efficiently. *Holavanahalli* may be considered the best of the new schools opened during the year. It numbers a few Brahman girls amongst its pupils, a circumstance by no means common yet. *Nonavinakere* was closed during the former half of the year. Under a new master it has become popular. The people have not yet provided a school house, but pay rent for the rooms at present used. The Kadaba Amildar misunderstanding some instructions received by him from the Deputy Accountant General, closed all the hóbli schools in the talook, and thus created a feeling of uncertainty which it has not been easy to allay. The reluctance exhibited by the people of the Kadaba Talook to provide school accommodation may be attributed partly to this unfortunate blunder. With few exceptions the talook authorities have been active in rendering assistance when requested.

Toomkoor District.

No.	Hóblís or Talook Sub Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Toomkoor Talook.									
1	Toomkoor ...	Arikere ...	May 1869.	...	...	7	8	9	24	Fair.
2	Bellávi ...	Bellávi ...	Do.	...	...	6	6	25	37	Good.
3	Vurdagere ...	Wurdagere ...	Do.	...	1	1	23	12	37	Good.
4	Gúlúru ...	Kaidála ...	Do.	...	1	6	5	13	25	Good.
5	Kóra ...	Kestúru ...	March 1869.	...	...	4	8	18	30	Bad.
6	Chélúru ...	Bidaré ...	April 1870.	...	3	8	7	7	25	Fair.
7	Honnudiké ...	Honnudiké ...	March 1871.	...	...	6	15	19	40	Fair.

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	When established.	No. of Pupils in each Class. I.	II.	III.	IV.	V.	Total No. of Pupils.	Remarks.
	Sira Talook.									
8	Sírá ...	Gula ...	Feb. 1871.	...	...	...	6	11	17	Not y t inspected.
9	Bukkapatna ...	Karéhalli ...	Sept. 1870.	...	...	4	5	9	18	Fair.
10	Hulikunté ...	Chengavára ...	Jan. 1871.	...	...	...	14	11	25	Fair.
11	Nadúru ...	Hosúru ...	March 1869.	...	...	11	17	14	42	Very good.
12	Baragúru ...	Baragúru ...	Do.	...	...	7	6	4	17	Fair.
13	Kallambella ...	Chikkanaballé ...	May 1869.	..	...	9	11	19	39	Good.
14	Agrahára ...									
	Maddagiri Talook.									
15	Havéli ...	Ganjalaguntá ...	May 1869.	...	...	3	6	16	25	Good.
16	Puravara ...	Puravara ...	Do.	...	...	4	14	6	24	Fair.
17	Itikadibbanahalli.	Itikadibbanahalli.	Do.	...	...	2	8	15	25	Fair.
18	Doddéri ...	Doddéri ...	March 1870.	...	...	8	9	15	32	Good.
19	Kodigéhalli ..	Kodigéhalli ...	Sept. 1870.	...	...	20	10	18	48	Good.
20	Midigési ...	Midigési ...	Feb. 1871.	...	...	...	10	10	20	Not yet inspected.
21	Hampasandra ..	Idagúru ..	Do.	...	...	...	9	10	19	Not yet inspected.
22	Teriyúru ...									
23	Rantavalalu ...									
	Huliyurdurga Talook.									
24	Huliyúrdurga ..	Mávatúru ...	Sep. 1870.	...	...	3	4	16	23	Fair.
25	Hutridruga ...	Yeliyúru ...	Do.	...	...	3	13	15	31	Good.
26	Amurtúru ...									
27	Byádarahalli ...									
28	Koppa ..									
	Koratagere Talook.									
29	Koratagere ...									
30	Holavanahalli ...	Holavanahalli ...	Sep. 1870.	...	...	4	15	23	42	Good.
31	Tiradálu ...	Tiradálu ...	Do.	...	...	...	8	12	20	Fair.
32	Kólála ...	Kólála ...	Do.	...	...	...	6	18	24	Fair.
33	Tottikere ...	Tottikere ...	Do.	...	...	8	7	20	35	Good.
34	Chennaráyadurga	Bukkapatna ...	Feb. 1870.	...	...	...	7	8	15	Fair.
35	Tóvinakere ...	Tóvinakere ...	Do.	...	...	...	8	12	20	Fair.

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No.	Hóblís or Talook Sub-Divisions.	Village in which School is established.	Whe established.	No. of Pupils in each Class.					Total No. of Pupils.	Remarks.
				I.	II.	III.	IV.	V.		
	Kunigallu Talook.									
36	Kunigallu ...	Herúru ...	Sep. 1870.	...	...	5	3	16	24	Fair.
37	Hebbúru ...	Tarúru ...	Do.	...	...	...	8	14	24	Fair.
38	Chittanahalli ...	Chittanahalli ...	Feb. 1871	...	...	...	6	6	12	Fair.
39	Yediyúru ...	Yediyúru ...	March 1871.	...	...	...	5	5	10	Not yet inspected.
40	Kottakere									
	Turivekere Talook.									
41	Turivékere ...	Muniyanúru ...	March 1870.	...	...	...	8	7	15	Fair.
42	Nonavinakere ...	Nonavinakere ...	Do.	...	...	18	8	14	40	Good.
43	Híchanúru ...	Híchanúru ...	May 1869.	...	...	12	4	7	23	Fair.
44	Dandinasivara ...	Dandinasivara ...	Do.	...	...	7	7	12	26	Good.
	Kadaba Talook.									
45	Kadaba ...									
46	Gubbi ...	Ariyúru ...	March 1870.	...	...	7	8	18	23	Good.
47	Kallúru ...	Sampigé ...	Sep. 1870.	...	...	2	10	14	26	Fair.
48	Máyisandra ...	Máyisandra ...	Do.	...	...	9	12	4	25	Good.
49	Tipatúru ...	Mádéhalli ...	May 1869.	...	8	10	9	4	31	Good.
50	Honnavalli ...									
51	Hálkurké ...									
52	Handanakere ...									
	Chikkanayakanahalli Talook.									
53	Chikkanáyakanahalli ...									
54	Nittúru ...									
55	Kibbanahalli ...									
56	Hágalavádi ...	Hágalavádi ...	Nov. 1869.	...	4	11	18	22	55	Good.

Before closing my report on hóbli schools I may state that the Sub-Deputy Inspectors have generally given satisfaction.

The Shimoga Sub-Deputy Inspector, Rámáchári, has shewn great judgment in grappling with the difficulties of his district, and has discharged his duties to my entire satisfaction.

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The Kadoor Sub-Deputy Inspector, Anantáchári is very energetic; has acquired a good knowledge of his district, and submitted a very carefully prepared report.

The Chituldroog Sub-Deputy Inspector, Nanjundaiya, is trustworthy, works hard, and is anxious to give satisfaction.

The Toomkoor Sub-Deputy Inspector, Vásudévaiya, is new to the work, but possesses the requisite activity and ability.

SCHOOLS RECEIVING GOVT. AID.

Grants-in-aid have been extended to one Anglo-vernacular boys' school; four Hindustáni boys' schools, one Kanarese boys' school, and two Kanarese girls' schools. I will proceed to report on each in the order set down.

	Rs.
Amount of Govt. grant per mensem ...	30
Income from other sources ...	67
Rate of schooling fee.	None
Number of Pupils ...	18
" Classes ...	2
" Teachers ...	2

The Wesleyan Mission Boarding School for Orphan Boys, Toomkoor—Comes under the class of *inferior schools.* Its object may be gathered from its name. Most of the pupils are Tamil by birth, and speak Tamil amongst themselves; but Kanarese being the vernacular of the country has been selected as the chief medium of instruction. Tamil lessons also have recently been introduced. The knowledge of Kanarese, history, geography and arithmetic displayed by the most advanced boys, who were represented by a class of nine pupils, was about on a par with that of third class boys in a Government talook school. Five boys had a sufficient knowledge of English to read from the fourth book and to translate fairly into Kanarese or Tamil.

The writing to dictation in Kanarese was remarkably neat and the spelling correct. In working out examples in the compound rules of arithmetic the class was at a disadvantage in not being familiar with the tables and fractional signs commonly in use amongst the people and taught in most vernacular schools. One boy struck me as possessing an aptitude for figures not shared by the rest.

HINDUSTANI MADRASAS.

	Rs.
Amount of Govt. grant per mensem ...	10
Income from other sources ...	Not known.

The Kunigallu Grant-in-aid Madrasa—Though in some respects the best of the aided Hindustáni schools in this Circle, is like all the others almost wholly devoid of classification. But the master is

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Rate of schooling fee ...6 pie to 1 anna. ...	
Number of Pupils ...	34
„ Classes ...	2
„ Teachers ...	1

superior to many whose schools have come under my observation, and his Madrasa does exhibit evidence of work performed. At the time of my inspection the master was weak and ill, and said that he had been suffering from intermittent fever for five months which, he represented, had prevented his carrying out certain suggestions from this office that he professed to be anxious to adopt.

The Huliyúrdurga Grant-in-aid Madrasa—Is conducted in the verandah of a Masjíd. From the monthly reports furnished to my office I expected to find a school rather superior to the average of Hindustáni Madrasas, but on visiting the place I was disappointed. Five boys brought forward as the most advanced, had the Tálimnáma placed in their hands open at an easy story. Two could read fairly, the others with difficulty, but none of them with a knowledge of what they read. One boy could perform the operations of adding and subtracting. The others knew nothing beyond the letters of the alphabet. But the master seemed surprized that I did not regard these attainments as the satisfactory result of two years' teaching.

Amount of Govt. grant per mensem ...	Rs. 10
Income from other sources	Not known.
Rate of schooling fee 6 pie to 1 anna	
Number of Pupils ...	32
„ Classes ...	2
„ Teachers ...	1

The Honnáli Grant-in-aid Madrasa—Was established by Nawab Abdul Nabí Khán Sáhéb Chamand Khutbul Mulk Bahadúr, has the advantage of an intelligent master. The boys were tolerably well supplied with books. Of about a dozen boys who were brought forward with their copies of the Tálimnáma, nine could read with tolerable fluency, but without any attempt at understanding the drift of the story that was being read. As soon as one boy was stopped after reading a few lines there was invariably a considerable interval before the next could find or be shewn the part of the lesson where he was expected to commence, but it must be allowed that when fairly started he would go through his performance without a halt until called upon to stop, then the process of finding the place had again to be gone through; each one persistently ignoring any value that might be attached to the meaning. Two boys had commenced the study of Persian, that is they had commit-

Amount of Govt. grant per mensem Rs.	10
Income from other sources	8
Rate of schooling fee Annas	2
Number of Pupils ...	31
„ Classes ...	3
„ Teachers	2

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ted to memory three or four pages of the Amadan, and had read a few stories from the Hikáyet Latífa. The four simple operations of arithmetic were understood by three boys. As usual in Hindustáni Madrasás considerable pains had been taken with the writing which was very good. Some idea of the character of Hindustáni schools in this part of the Province, may be gathered from the fact that this one is in advance of any Madrasa aided or unaided that I have seen during the year, except that at Kunigallu. There is, however, some ground for expecting progress in the school under report.

Grant suspended.

The Chennagiri Grant in-aid Madrasa—When visited by me in the month of November exhibited such unmistakable signs of neglect that the grant has been suspended, and from reports of subsequent visits made by the Shimoga District Sub-Deputy Inspector no attempts at improvement are apparent, the grant will therefore probably have to be withdrawn altogether.

Amount of Govt. grant per mensem ...	Rs. 4½
Income from other sources ...	... Not known
Rate of schooling fee ...	None.
Number of Pupils ...	15
„ Classes ...	2
„ Teachers	1

The Kalasa Kanarese School.—Is situated in a remote part of the Kadoor Malnád, and is the only primary vernacular boys' school in the receipt of Government aid. It differs in no respect from an ordinary indigenous school, but might, I am of opinion, be improved, if brought under the direct management of the Department as a hóbli school.

Girls Schools.

Amount of Govt. grant per mensem ...	Rs. 20
Income from other sources ...	None.
Rate of schooling fee	None.
Number of Pupils ...	12
„ Classes ...	2
„ Teachers ...	2

The Shimoga Hindu Girls School—Has, I regret to say, deteriorated very seriously. The income from subscriptions has altogether ceased, and as no fees are paid the expenses are defrayed entirely by the Government grant, with perhaps the aid of an occasional small donation. The retired premises at first occupied are no longer available, and the few girls who continue to be collected by the master are assembled in a Musáfarkháná known as Dodda Rámaráyá's Chatram, a place by no means well adapted to the purposes of a girls school. The decadence of this institution dates from the transfer of the Hindu official

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to whose liberality it owed its establishment. So far as I could ascertain the general feeling of the members that had formed the defunct committee, very little chance exists of the school's revival, and female education is not yet generally regarded in that favorable light which its too sanguine advocates are apt to believe. Although the practical value of a school like the one under report may be almost imperceptible, I should hesitate advocating its abolition, as it tends to familiarize the Hindu public with the educational phenomenon of a school for girls. If left in its present depressing circumstances it will in all probability gradually dwindle away to nothing; for the first and only girl school in the Shimoga District, such a termination would be very disappointing, and it can, I think, only be avoided by making the school a purely Government institution, removing it to a suitable house and bringing it under the direct management of the Department. The co-operation of influential natives may be secured, although none of them probably would feel disposed to accept the trouble and responsibility that would fall upon any one taking a prominently leading position in the management.

Amount of Government grant per mensem ...	Rs. 20
Income from other sources	40
Rate of schooling fee.	None
Number of Pupils ...	74
" Classes ...	4
" Teachers ...	4

The Toomkoor Hindu Girls School—Under the management of the Wesleyan Mission, is conducted in very suitable premises in a convenient part of the fort. This the first day school for Kanarese girls in the Toomkoor, was opened in the month of August 1868, with only 6 girls; but the numbers have gradually increased, and at the examination held in January last 67 girls were present out of 74 whose names were on the register. I learned that for some time after its establishment the attendance was fluctuating, and that very shortly after the Government grant had been obtained the very existence of the school became rather doubtful owing to the mischievous influence of a master, whom it has been found necessary to dismiss. Its subsequent steady progress in numbers and efficiency and its apparent popularity indicate a firm establishment. The girls are divided into 4 classes under the same number of masters. The highest class comprised 13 girls, who seemed to be all about 9 or 10 years' of age: their attainments in reading writing and geography were quite equal to an average third class of a Government talook school, a very good standard to have attained in little

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more than two years. Plain sewing was done very creditably. The first master seemed systematic and pains-taking. The gradation of work laid down for the three lower classes was well arranged, and each master had on the whole discharged his duty intelligently. I was struck with the orderly and becoming demeanour of the little pupils who, judging from their dress and behaviour, belong to a good class of Hindu society. I was informed that nearly one-third are the daughters of Brahmans, the rest are the children of Lingáyets, goldsmiths, and other castes. Among the parents are several Government employés. It is gratifying to find that the school meets with influential and material support from several Hindu residents in Toomkoor. I may here remark that a similar school was opened in November 1869 by the same agency in the pété (or bazar) of Toomkoor, which I have recommended for Government assistance. It is attended chiefly by the daughters of chettís and other trades-people, whose genuine interest in the proceeding may be estimated to some extent by the fact of their having contributed the sum of 30 Rs. towards the expense of erecting a new school room.

UNAIDED SCHOOLS.

Under this head come three small Sanskrit Vidyáshálás, a few Kanarese boys' schools established by Protestant Mission agency, indigenous Kanarese schools, the endowed Kanarese school at Kadaba and three Kanarese girls' schools.

The course of instruction and mode of tuition adopted in Sanskrit Vidyáshálás was detailed in my report submitted at the end of 1869—70. None of those at present in operation in Circle II are of a character entitling them to Government aid at present.

The Mission Kanarese schools are generally on a par with good hóbli schools. A promise of Government assistance has been made to most of them.

Indigenous Kanarese schools have been fully described in previous reports, and I have occasionally noticed them in my remarks on hóbli schools where occasion seemed to require it.

The Kanarese boys' school at Kadaba has been in operation for about 19 years. It was established and endowed by the late Annájaiengar at

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Kadaba, and since his death has been under the management of the Wesleyan Missionaries resident at Toomkoor, who were appointed trustees. The proceeds of the endowment have not been found sufficient to meet the expenditure, and the deficit is met from funds at the disposal of the Mission society. The school building is substantial, and well adapted for the purpose intended. Two masters are employed. The status of the school is that of an average Government hóbli school. Of the three Kanarese girls schools the one opened in the Toomkoor pété by the Wesleyan Mission, has been recommended to you for Government aid. The others have been established by Government officials specially for Brahman girls ; one at Chituldroog and the other at Toomkoor. The latter owes its existence to the 1st writer in my office who was very active in lending his assistance to the opening of a similar school in Bangalore nearly two years ago which, I am assured, is making good progress.

R. G. HODSON,

Inspector of Schools.

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APPENDIX IV.

TABULAR STATEMENTS.

1.	Government Schools,	Higher and Middle Classes.
2.	Do.	Lower Class.
3.	Do.	Girls' Schools.
	Do.	Special Schools.
4.	Do.	Hóbli Schools.
5.	Grant-in-aid Schools,	Higher and Middle Class.
6.	Do.	Lower Class.
7.	Do.	Girls' Schools.
8.	Abstract of Receipts and Charges in all Schools.	
9.	Abstract of Expenditure in Educational Department.	

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1	2	3	4	5	6	7	8	9
NAME OF INSTITUTION.	LOCALITY.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
SUPERIOR ANGLO-VERNACULAR.								
Higher Class.								
High School	Bangalore	1858	359	12	36	407	403	337
The Rája's School	Mysore...	1833	210	4	5	219	210	179
District School	Hassan...	1852	132	8	2	142	133	111
Do do	Toomkoor	1852	82	4	6	92	79	65
Do do	Shimoga	1854	162	8	5	175	130	110
Do do	Chituldroog	1861	57	1	...	58	40	38
Do do	Kolár	1863	65	...	1	66	60	64
	Total	....	1,067	37	55	1,159	1,055	885
INFERIOR ANGLO-VERNACULAR.								
Middle Class.								
Talook School	Hunasúru	1861	29	2	2	33	39	32
Do do	Chikkamagalúru ...	1862	47	5	3	55	43	50
Do do	Chennapatna	1862	16	3	...	19	13	14
Do do	Narasipura	1863	28	1	...	29	34	36
Do do	Chikka Ballápura ...	1864	57	4	...	61	58	45
Do do	Shikáripura	1865	19	5	1	25	20	16
Do do	Harihara	1865	19	1	1	21	16	14
Do do	Chikkanáyakanahalli ...	1865	10	5	...	15	8	7
Do do	Gundlupété	1869	32	...	...	32	36	29
Do do	Yelandúru	1867	24	...	...	24	22	18
	Total	....	281	26	7	314	289	251
	Grand Total	....	1,348	63	62	1,473	1,344	[illegible]

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, 24*th* *May* 1871.

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A

	10 B	10 C	10 D	10			22			23			24			25			26			
	umber of Pupils on the Rolls udying in each language at the end of the year.				the year.					Difference.						Annual Cost of educating each Pupil.						REMARKS.
	Kanarese.	Hindustani.	Telugu.	Tamil.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
07	359	...	...	...	4	0	16,773	1	0	14,124	4	2	...	...	...	41	9	11	31	4	5	
19	219	...	...	...	...	...	8,373	0	0	3,145	7	0	...	...	...	39	13	11	32	8	2	
42	142	...	...	...	6	0	4,615	6	0	610	3	0	...	...	...	34	11	2	32	9	0	
92	92	...	...	...	4	0	3,353	14	0	505	15	0	...	...	...	42	7	3	38	11	5	
75	175	...	...	...	0	0	2,690	8	3	476	15	0	...	...	...	20	11	1	17	15	4	
58	58	...	...	...	4	0	2,546	7	3	122	15	3	...	...	...	63	10	6	62	1	2	
66	66	...	...	...	...	...	3,462	0	0	278	9	0	...	...	...	57	11	2	54	10	11	
59	1,113	...	...	...	0	0	41,814	4	6	19,264	4	5	...	...	...							
33	33	...	...	...	...	...	1,608	0	0	179	0	0	...	...	...	41	3	8	38	4	11	
55	55	...	...	...	0	0	1,455	0	0	256	2	6	...	...	...	33	13	4	30	6	6	
19	19	...	...	...	0	0	1,301	0	0	124	13	4	...	...	...	100	1	2	96	6	1	
29	29	...	...	...	10	0	1,203	10	0	154	13	0	...	...	...	35	6	4	33	2	10	
61	61	...	...	...	10	0	2,424	10	0	324	9	8	...	...	...	41	12	10	39	6	4	
25	25	...	...	...	...	...	621	8	0	53	1	0	...	...	...	31	1	2	29	4	9	
21	21	...	...	...	12	0	618	3	9	119	11	2	...	...	...	38	10	2	36	8	3	
15	15	...	...	...	...	...	495	0	0	65	6	1	...	...	...	61	14	0	58	14	6	
32	32	...	...	...	...	...	600	0	0	223	1	3	...	...	...	16	10	8	13	10	2	* The school is maintained by the revenues of the Jahagír of Yalandúru.
24	24	...	...	...	14	8	721	9	0	38	2	0	...	...	...	31	1	0				
14	314	...	...	...	14	8	11,048	8	9	1,538	12	0	...	...	...							
73	1,427	...	...	...	14	8	52,862	13	3	20,803	0	5	...	...	...							

J. GARRETT,
Director of Public Instruction.

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	1	2	3	4	5	6	7	8	9
	Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
				Hindus.	Mahomedans.	Others.	Total.		
	Lower Class.								
	Kanarese.								
BANGALORE.	Talook School	Mágadi	1863	79	...	...	79	67	59
	Do	Dévanahalli ...	1864	36	...	...	36	28	24
	Do	Chennapatna ...	1865	40	6	...	46	35	30
	Do	Dodda Ballápura ...	1866	99	1	...	100	90	85
	Do	Hosakóté... ...	1866	21	1	...	22	21	18
	Do	Sarjápura... ...	1867	42	10	...	52	46	40
	Do	Yelahanka ...	1867	26	4	...	30	26	24
	Do	Closepété... ...	1869	65	2	3	70	65	62
	Do	Nelamangala ...	1869	37	10	...	47	43	40
	Do	Kengéri	1870	44	4	...	48	43	36
		Total......	...	489	38	3	530	464	418
TOOMKOOR.	Talook School	Toomkoor... ...	1832	92	8	...	100	94	82
	Do	Chikkanáyakanahalli ...	1863	29	2	...	31	26	20
	Do	Maddagiri ...	1865	70	16	...	86	70	65
	Do	Tipatúru	1868	22	...	...	22	17	14
	Do	Sírá	1866	38	2	...	40	36	30
	Do	Turivékere ...	1867	22	2	...	24	19	16
	Do	Koratagere ...	1867	79	1	...	80	65	60
	Do	Huliyúrdurga ...	1869	30	...	...	30	27	18
	Do	Kunigallu ...	1870	34	...	...	34	30	26
		Total......	...	416	31	...	447	384	331
KOLAR.	Talook School (*Telugu & Kanarese*).	Chintámani ...	1863	78	8	...	86	70	66
	Do	Mulabágalu ...	1864	76	6	1	83	78	69
	Do	Kolár	1863	67	9	...	76	58	54
	Do	Sríniváspura ...	1865	32	2	...	34	30	27
	Do	Chikka Ballápura ...	1865	100	1	...	101	69	45
	Do	Sidlaghatta ...	1864	24	1	...	25	18	15
	Do	Góribidanúru ...	1865	22	...	...	22	20	18
	Do	Narasápura ...	1867	23	10	...	33	30	28
	Do	Bágépalli... ...	1867	21	...	...	21	20	17
	Do	Gudibanda ...	1869	40	8	14	62	58	53
	Do	Bowringpété ...	1870	28	2	...	30	26	23
		Total......	...	511	47	15	573	477	415
		Grand Total...	...	1,416	116	18	1,550	1,325	1,164

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Annual R

10 B	10 C	10 D	10 E	21			22			23			24			25			26			Remarks.
umber of Pupils on the studying in each language at the end of the year.				during the year.						Difference.						Annual Cost of educating each Pupil.						
Kanarese.	Hindustani.	Telugu.	Tamil.	Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
50	...	29	...	...	...	...	426	0	0	84	2	8	...	...	...	6	5	9	5	13	2	
36	...	...	...	53	0	0	389	0	0	17	3	0	...	...	...	13	14	3	13	8	11	
46	...	...	...	...	...	...	276	0	0	33	11	0	...	...	...	7	14	2	6	14	9	
100	...	...	...	54	0	0	737	9	4	87	12	8	...	...	...	8	3	1	7	9	3	
22	...	...	...	...	...	...	402	0	0	65	0	4	...	...	...	19	2	3	18	5	11	
52	...	...	...	87	0	0	519	0	0	52	6	0	...	...	...	11	4	6	10	4	9	
30	...	...	...	...	...	...	372	0	0	23	8	0	...	...	...	14	4	11	13	9	3	
70	...	...	...	75	11	0	507	11	0	70	6	10	...	...	...	7	12	10	7	3	1	
47	..	...	...	65	4	0	437	4	0	69	11	6	...	...	...	10	2	8	9	3	8	
48	...	...	...	...	...	...	124	2	0	32	6	0	...	...	...	2	14	2	2	10	1	
501	...	29	...	34	15	0	4,190	10	4	536	4	0	...	...	...							
100	...	...	...	...	...	...	564	0	0	137	0	6	...	...	...	6	0	0	5	4	0	
31	...	...	...	13	14	0	209	14	0	36	7	9	...	...	...	8	1	1	7	7	5	
86	...	...	...	52	0	0	478	0	0	104	14	5	...	...	...	6	13	3	6	8	0	
22	...	...	...	4	4	0	280	4	0	51	1	7	...	...	...	16	7	9	15	14	2	
40	...	...	...	14	8	0	447	14	9	56	10	1	...	...	...	12	7	0	11	11	3	
24	...	...	...	...	...	...	265	0	0	90	4	0	...	...	...	13	15	1	13	2	7	
80	...	...	...	23	14	0	368	15	6	67	12	3	...	...	...	5	10	9	5	0	10	
30	...	...	...	...	...	...	309	8	0	17	9	8	...	...	...	11	7	4	11	1	11	
34	...	...	...	15	4	0	129	4	0	23	6	6	...	...	...	4	4	11	3	15	10	
447	...	...	...	23	12	0	3,052	12	3	585	2	9	...	...	...							
51	...	35	...	40	0	0	592	0	0	67	8	0	...	...	...	8	7	3	7	12	1	
47	...	36	...	..	...	...	525	8	0	72	3	0	...	...	...	6	11	9	6	1	10	
53	...	23	..	48	0	0	324	0	0	56	1	0	...	...	...	5	9	4	5	1	4	
34	...	...	...	..	...	...	594	0	0	39	5	8	...	...	...	19	12	9	19	0	3	
61	...	40	...	..	...	...	364	11	4	33	12	0	...	...	...	5	4	6	4	12	9	
25	...	...	...	..	...	...	555	8	0	17	8	6	...	...	...	19	12	0	19	4	5	
22	...	...	...	17	0	0	353	0	0	37	0	0	...	...	...	17	10	4	16	11	8	
33	...	...	...	..	...	...	309	5	4	39	2	0	...	...	...	10	4	11	9	8	11	
21	...	...	...	..	...	...	312	0	0	41	15	9	...	...	...	15	9	7	14	14	11	
62	...	...	...	..	...	...	312	0	0	42	10	6	..	...	...	5	6	0	4	13	3	
30	...	...	...	0	10	0	136	14	7	21	3	3	...	...	...	5	4	3	4	14	10	
439	...	134	...	05	10	0	4,178	15	3	468	5	8	...	...	...							
1,387	...	163	...	64	5	0	11,422	5	10	1,589	12	5	...	...	...							

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1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
ower Class (*Continued.*)								
Kanarese.								
k School	Mysore	1855	123	4	...	127	120	91
Do	Nanjanagúdu ...	1868	57	1	...	58	48	37
Do	Yedatoré	1868	20	...	...	20	18	17
Do	Narasipura (Talakádu).)	1868	25	...	...	25	23	22
Do	Mandya	1869	44	2	...	46	44	40
Do	Maddúru	1869	30	...	...	30	27	25
Do	Sargúru	1869	37	...	...	37	30	27
Do	Chámarájanagara ...	1869	47	1	...	48	45	40
Do	Gundlupété ...	1869	29	1	...	30	24	20
Do	Seringapatam ...	1870	40	1	...	41	26	14
Do	Mallavalli... ...	1870	33	5	...	38	30	26
	Total......	...	485	15	...	500	435	359
k School	Sakaléspura ...	1863	24	...	...	24	20	18
Do	Bélúru	1865	32	...	...	32	30	28
Do	Narasipura (Holé) ...	1864	75	6	...	81	67	44
Do	Arakalagúdu ...	1865	45	5	...	50	46	40
Do	Háranahalli ...	1868	40	2	...	42	36	32
Do	Nágamangala ...	1869	28	...	...	28	26	24
Do	Attikuppa ...	1869	35	...	...	35	30	27
Do	Nuggihalli ...	1870	28	1	...	29	24	18
	Total.....	...	307	14	...	321	279	231
	Grand Total......	...	792	29	...	821	714	590

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10 A	10 B	10 C	21					22			23			24			25			26			
Number of Pupils on th in each language at year.			Charges during the year.								Difference.						Annual Cost of educating each Pupil.						REMARKS.
English.	Kanarese.	Hindustani.			Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
...	127	...	0	0	...	...	...	480	0	0	88	7	0	...	...	...	4	0	0	3	4	2	
...	58	...	0	0	...	...	...	276	0	0	72	2	6	...	...	...	5	12	0	5	5	9	
...	20	...	0	0	...	...	...	312	0	0	86	5	0	...	...	...	17	5	4	16	6	3	
...	25	...	0	0	...	...	...	306	0	0	69	7	6	...	...	...	13	4	10	12	9	6	
...	46	...	0	0	...	...	...	312	0	0	106	0	1	...	...	...	7	1	5	6	5	1	
...	30	...	0	0	...	...	...	276	0	0	40	5	11	...	...	...	10	3	6	9	7	1	
...	37	...	0	0	...	...	...	276	0	0	41	1	7	...	...	...	9	3	1	8	9	2	
...	48	...	0	0	...	...	...	276	0	0	101	13	0	...	...	...	6	2	1	5	12	6	
...	30	...	0	0	15	2	0	195	2	0	30	2	0	...	...	...	8	2	1	7	8	10	
...	41	...	5	1	9	8	0	107	13	1	20	12	10	...	...	...	4	2	4	3	15	8	
...	38	...	4	7	8	0	0	132	4	7	25	11	6	...	...	...	4	6	6	4	2	6	
...	500	...	9	8	32	10	0	2,949	3	8	682	4	11	...	...	...							
...	24	...	4	11	57	0	0	329	14	11	30	11	0	...	...	...	16	7	11	15	5	10	
...	32	...	0	0	164	0	0	740	0	0	70	9	9	...	...	...	24	10	8	23	14	2	
...	81	...	0	0	...	...	...	336	0	0	32	8	0	...	...	...	5	0	2	4	8	5	
...	50	...	0	0	120	0	0	456	0	0	66	12	6	...	...	...	9	14	7	9	7	0	
...	42	...	0	0	6	4	0	318	4	0	31	13	9	...	...	...	8	13	5	8	3	7	
...	28	...	5	1	...	...	...	299	5	1	40	15	6	...	...	...	11	8	2	10	11	6	
...	35	...	0	0	...	...	...	312	0	0	52	12	0	...	...	...	10	6	7	9	12	6	
...	29	...	5	8	13	0	0	145	15	8	35	10	6	...	...	...	6	1	3	5	11	6	
...	321	...	3	8	360	4	0	2,937	7	8	361	13	0	...	...	...							
...	821	...	3	4	392	14	0	5,886	11	4	1,044	1	11	...	...	...							

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1	2	3	4	5	6	7	8	9
			Number of Pupils on the Rolls at the end of the year.					
…tution .	Locality.	When established.	Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
…ontinued.)								
... ...	Ságara	1865	32	8	2	42	40	36
... ...	Shikáripura... ...	1865	30	7	...	37	32	22
... ...	Chennagiri	1866	52	3	...	55	48	43
... ...	Holé Honnúru ...	1867	34	1	...	35	35	30
... ...	Shimoga	1854	73	4	...	77	81	72
... ...	Nyámti	1869	96	5	...	101	92	89
... ...	Nagar	1870	40	1	1	42	36	34
... ...	Soraba	1870	39	...	...	39	35	32
	Total......		396	29	3	428	399	358
... ...	Bánávára	1865	40	4	...	44	46	33
... ...	Kadoor	1865	38	...	...	38	37	28
... ...	Bírúru	1867	43	...	...	43	42	40
... ...	Taríkere	1867	45	4	...	49	46	42
... ...	Chikkamagalúru ...	1865	19	2	1	22	14	17
... ...	Sakrépatna	1869	22	...	...	22	20	18
... ...	Yedahalli	1870	50	...	...	50	44	40
... ..	Sringéri	1871	40	...	6	46	40	38
	Total......		297	10	7	314	289	256
... ...	Chituldroog... ...	1865	16	4	1	21	20	18
... ...	Harihara	1865	22	4	...	26	24	20
.. ...	Hosadurga	1866	38	4	12	54	45	41
... ...	Pávagada	1866	18	2	...	20	18	17
... ...	Dávanagere... ...	1868	50	6	1	57	54	50
... ...	Huliyára	1869	23	4	...	27	24	23
... ...	Molakálumúru ...	1869	42	4	...	46	41	39
... ...	Jagalúru	1869	34	3	...	37	32	28
... ...	Hiriyúru	1870	19	1	...	20	18	16
... ...	Chellakere	1870	22	8	...	30	27	20
	Total......		284	40	14	338	303	272
... ...	Mysore	1855	...	20	...	20	12	10
... ...	Kolár	1865	...	60	...	60	60	40
... ...	Chikka Ballápura ...	1871	4	23	...	27	24	20
... ...	Toomkoor	1863	...	43	...	43	40	38
... ...	Chituldroog... ...	1867	...	24	...	24	18	18
	Total......		4	170	...	174	154	126
	Total......		981	249	24	1,254	1,145	1,012
	Grand Total......		3,189	394	42	3,625	3,184	2,766

OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,

NANDIDROOG, 24*th May* 1871.

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10 A	10 B	10 C			21			22			23			24			25			26			
Number of Pupils o[n the rolls] studying in each lang[uage at the] end of the y[ear].			[Ch]arges during the year.								Difference.						Annual Cost of educating each Pupil.						REMARKS.
English.	Kanarese.	Hindustani.			Extraordinary.			Total.			Excess of Receipts over charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
...	42	...	0	0	24	0	0	456	0	0	87	5	3	...	...	...	11	6	4	10	11	9	
...	37	...	3	4	...	...	...	341	13	4	48	0	9	...	...	...	10	10	11	10	2	3	
...	55	...	0	0	11	0	0	473	0	0	68	0	0	...	...	...	9	13	8	9	1	6	
...	35	...	0	0	...	...	...	504	0	0	54	10	0	...	...	...	14	6	4	13	4	0	
...	77	...	0	0	...	...	...	300	0	0	65	14	0	...	...	...	3	11	3	3	1	2	
...	101	...	0	0	...	...	...	456	0	0	93	7	6	...	...	...	4	15	3	4	6	1	
...	42	...	0	0	28	4	0	225	4	0	59	2	0	...	...	...	6	4	1	5	11	8	
...	39	...	0	0	28	2	0	210	2	0	53	4	0	...	...	...	6	0	0	5	7	7	
...	428	...	3	4	91	6	0	2,966	3	4	529	11	6	...	...	...							
...	44	...	0	0	22	0	0	454	0	0	79	11	0	...	...	...	9	13	11	9	3	6	
...	38	...	0	0	43	0	0	409	0	0	71	12	9	...	...	...	11	0	10	10	7	4	
...	43	...	0	0	...	...	...	452	0	0	44	6	0	...	...	...	10	12	2	9	15	10	
...	49	...	3	4	167	4	0	540	1	4	64	5	11	...	...	...	11	11	10	10	14	3	
...	22	...	0	0	...	...	..	264	0	0	24	2	6	...	...	...	18	13	8	18	2	2	
...	22	...	0	0	17	10	0	329	10	0	48	1	2	...	...	...	16	7	8	15	4	11	
...	50	...	0	3	21	6	0	278	0	3	86	16	9	...	...	...	6	5	1	5	11	11	
...	46	...	4	4	20	8	0	140	12	4	31	11	0	...	...	...	3	8	3	3	4	3	
...	314	...	1	11	291	12	0	2,867	7	11	451	3	1	...	...	...							
...	21	...	0	0	...	...	...	180	0	0	16	11	0	...	...	...	9	0	0	8	2	7	
...	26	...	0	0	17	14	0	293	14	0	58	5	0	...	...	...	12	3	11	11	7	8	
...	54	...	0	0	...	...	...	387	0	0	71	14	0	...	...	...	8	9	7	7	10	3	
...	20	...	0	0	22	0	0	281	0	0	40	15	2	...	...	...	15	9	9	14	14	3	
...	57	...	0	0	...	...	...	372	0	0	99	13	1	...	...	...	6	15	1	6	1	11	
...	27	...	0	0	...	...	...	312	0	0	61	14	11	...	...	...	13	0	0	12	0	10	
...	46	...	0	0	45	14	0	357	14	0	31	14	6	...	...	...	8	11	9	8	2	2	
...	37	...	0	0	...	...	...	293	0	0	44	4	10	...	...	...	9	2	6	8	8	9	
...	20	...	8	4	12	3	0	217	11	4	16	10	0	...	...	...	12	1	6	12	1	3	
...	30	...	1	0	36	4	0	339	15	0	82	2	9	...	...	...	12	9	5	11	15	4	
...	338	...	3	4	134	3	0	3,034	6	4	524	9	3	...	...	...							
...	...	20	0	0	...	...	...	180	0	0	8	14	0	...	...	...	15	0	0	14	4	2	
...	...	60	3	9	...	...	...	496	3	9	60	0	8	...	...	...	8	4	3	7	9	3	
...	...	27	9	0	...	...	...	52	9	0	1	11	0	...	...	...	2	3	0	2	1	11	
...	...	43	4	7	12	0	0	277	4	7	61	13	8	...	...	...	6	14	10	6	0	1	
...	...	24	0	0	...	...	...	180	0	0	16	12	0	...	...	...	10	0	0	9	1	1	
...	...	174	1	4	12	0	0	1,186	1	4	149	3	4	...	...	...							
...	1,080	174	3	11	529	5	0	10,054	2	11	1,754	11	2	...	...	...							
...	3,288	174	1	1	1,586	8	0	27,363	4	1	4,388	9	6	...	...	...							

J. GARRETT,

Director of Public Instruction, Mysore & Coorg.

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1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
Hindu Girls' School	Bangalore	1868	42	...	...	42	36	34
" " "	Chintámani	1868	36	...	...	36	32	30
" " "	Srínivásapura ...	1869	14	1	...	15	13	12
" " "	Mágadi	1869	33	...	...	33	30	25
" " "	Hassan	1870	28	...	...	28	26	23
		Total.	153	1	...	154	137	124
General Normal School	Bangalore	1861	27	9	...	36	42	31
Hóbli Normal School	Nandidroog Division.	1868	36	...	...	36	35	35
Do do	Ashtagram Division. .	1868	50	...	...	50	50	50
Do do	Nagar Division ...	1868	20	...	...	20	20	20
Engineering School	Bangalore	1860	13	...	3	16	16	16
	Total......		146	9	3	158	164	153
	Grand Total......		299	10	3	312	301	277

Office of the Director of Public Instruction,

Nandidroog, 24*th* *May* 1871.

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10 B	10 C	10 D		21			22			23			24			25			26			
Number of Pupils on the ... studying in each langu... at the end of the year.			...rges during the year.							Difference.						Annual Cost of educating each Pupil.						Remarks.
Kanarese.	Hindustani.	Telugu.	(cut)	Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
42	...	...	0	9	0	0	526	0	0	23	11	0	...	...	...	14	9	9	14	7	0	
...	...	36	0	...	...	...	288	0	0	...	...	...	...	...	...	9	0	0	9	0	0	
15	...	...	0	...	...	...	312	0	0	...	...	...	...	...	...	24	0	0	24	0	0	
33	...	...	0	90	10	0	366	10	0	3	11	6	...	...	...	12	1	6	12	1	6	
28	...	...	0	56	0	0	331	15	0	26	13	8	...	...	...	11	11	8	11	11	8	
118	...	36	0	155	10	0	1,824	9	0	54	4	2	...	...	...							

Annu

Kanarese.	Hindustani.	Telugu.	(cut)	Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			Remarks.
20	9	...	10	93	0	0	5,824	11	10	10	10	8	...	...	...	138	6	10	138	10	11	
36	...	...	8	16	13	6	2,283	8	2	...	...	...	...	...	...	63	6	10	63	6	10	
50	...	...	7	...	...	...	2,414	12	7	...	...	...	...	...	...	48	4	8	48	4	8	
20	...	...	1	33	14	6	1,321	15	7	...	...	...	...	...	...	66	1	6	66	1	6	
...	...	...	6	230	0	0	5,043	5	6	157	8	0	...	...	...	315	3	4	305	5	10	
126	9	...	8	373	12	0	16,883	5	8	168	2	8	...	...	...							
244	9	36	8	529	6	0	18,712	14	8	222	6	10	...	...	...							

J. GARRETT,

Director of Public Instruction.

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No.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
1	Bangalore District.	Bangalore	Agara	Agara
2			Yesavanchapura	Hebbála
3		Yelahanka	Yelahanka	Bánávára
4			Jála	Bettahalasúru
5			Krishnarájapura	Krishnarájapura
6		Hosakóté	Gubbi	Biduruhalli
7			Kádgódi	Kádgódi
8			Hosakóté	Lakkondahalli
9			Súlibelé	Súlibelé
10			Vágatta	Vágtata
11			Hulluru	Távarékere
12			Nandagudi	Hindiganálu
13		Dévanahalli	Kallahalli	Kyálanúru
14			Jangamakóté	Jangamakóte
15			Vadagénahalli	Mélúru
16			Chennaráyapatna	Chennaráyapatna
17			Búdigere	Búdigere
18			Dévanahalli	Kannamangala
19			Kundána	Bírasandra
20		Dodda Ballápura	Rájagatta	Mélkóté
21			Túbagere	Túbagere
22			Hulikunté	Hulikunté
23			Honnávara	Honnávara
24			Kódihalli	Márasandra
25			Kákóllu	Kákóllu
26			Dodda Ballápura	Aralumalligé
27			Tippúru	Hanabé
28			Nelamangala	Aulúru
29		Nelamangala	Sondékoppa	Sondékoppa
30			Mainahalli	Mainahalli
31			Bégúru	Bégúru
32			Doddabelé	Doddabelé
33			Tyámagondlu	Billanakóté
34			Nijagallu	Dobbspété
35		Mágadi	Hulikallu	Hulikallu
36			Kudúru	Kudúru
37			Sólúru	Sólúru
38			Gudémáranahalli	Mótagondahalli
39			Sátanúru	Kalya
40		Kengéri	Távarékere	Távarékere
41			Vuttrahalli	Vuttrahalli
42			Kengéri	Chikkanahalli
43			Bidadi	Bidadi
44		Chennapatna	Malúru	Malúru
45			Mudigere	Mákonda
46			Chennapatna	Mihcsahalli
47			Honganúru	Honganúru
48			Virupákshipura	Akkúru
49		Clósepété	Mákali	Jálavangala
50			Kúnagallu	Kúnagallu

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ƎENERAL EDUCATION.

HOBLI SCHOOLS.

nding 31*st March* 1870—71.

5	6	7	8	9	10	11	12	13			14
	Number of Pupils on the Rolls at the end of the year.					Number of Pupils studying in each language.					
When established.	Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils attending daily.	Kanarese.	Telugu.	Total Annual Cost.			REMARKS.
)ctober 1869 ...	24	2	...	26	...	26	...	84	0	0	
Do ...	22	4	...	26	...	26	...	84	0	0	
eptember 1869 ...	22	2	...	24	...	24	...	84	0	0	
ay 1869 ...	25	...	...	25	...	25	...	84	0	0	
Do ...	10	...	...	10	...	10	...	84	0	0	
Do ...	22	...	...	22	...	22	...	84	0	0	
Do ...	47	3	...	50	...	50	...	84	0	0	
ovember 1869 ...	26	...	...	26	...	26	...	50	5	8	
ay 1869 ...	36	10	...	46	...	46	...	84	0	0	
Do ...	41	7	...	48	...	48	...	84	0	0	
Do ...	14	...	...	14	...	14	...	84	0	0	
)ctober 1869 ...	37	8	...	45	...	45	...	84	0	0	
ay 1869 ...	32	3	...	35	...	35	...	84	0	0	
Do ...	17	...	...	17	...	17	...	84	0	0	
Do ...	27	...	...	27	...	27	...	84	0	0	
Do ...	21	...	...	21	...	21	...	84	0	0	
Do ...	77	...	...	77	...	77	...	113	2	0	
eptember 1870 ...	24	3	..	27	...	27	...	52	8	0	
ay 1869 ...	15	...	...	15	...	15	...	84	0	0	
Do ...	40	2	...	42	...	42	...	76	12	9	
ctober 1869 ...	44	...	...	44	...	44	...	84	0	0	
ay 1869 ...	15	...	...	15	...	15	...	76	12	9	
pril 1870 ...	18	...	...	18	...	18	...	84	0	0	
ctober 1869 ...	24	...	...	24	...	24	...	84	0	0	
une 1870 ...	10	...	...	10	...	10	...	56	0	0	
ebruary 1871 ...	10	...	...	10	...	10	...	14	0	0	
ctober 1869 ...	22	2	...	24	...	24	...	84	0	0	
eptember 1870 ...	15	3	...	18	...	18	...	49	0	0	
Do ...	44	2	...	46	...	46	...	42	0	0	
uly 1869 ...	36	...	...	36	...	36	...	84	0	0	
eptember 1869 ...	15	...	...	15	...	15	...	66	8	0	
Do ...	12	1	...	13	...	13	...	84	0	0	
ay 1869 ...	13	...	...	13	...	13	...	84	0	0	
ugust 1870 ...	12	...	...	12	...	12	...	52	8	0	
Do ...	22	...	...	22	...	22	...	45	13	3	
ctober 1869 ...	42	2	...	44	...	44	...	84	0	0	
eptember 1870 ...	41	8	...	49	...	49	...	45	13	3	
ugust 1870 ...	36	2	...	38	...	38	...	49	13	10	
arch 1871 ...	10	...	...	10	...	10	...	7	0	0	
ay 1869 ...	15	5	...	20	...	20	...	84	0	0	
ecember 1870 ...	23	...	...	23	...	23	...	24	6	3	
ay 1869 ...	26	...	...	26	...	26	...	100	4	2	
ebruary 1871 ...	35	1	...	36	...	36	...	11	12	0	
ugust 1870 ...	31	...	...	31	...	31	...	52	8	0	
ebruary 1871 ...	15	...	...	15	...	15	...	14	0	0	
pril 1870 ...	17	...	...	17	...	17	...	85	1	4	
eptember 1870 ...	28	...	...	28	...	28	...	52	8	0	
ebruary 1871 ...	15	...	...	15	...	15	...	14	0	0	
ay 1869 ...	12	...	...	12	...	12	...	84	0	0	
ebruary 1871 ...	6	...	...	6	...	6	...	14	0	0	

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No. 4

INSTITUTIONS FO

GOVERNMEN

Annual Return for the yea

1		2	3	4
NUMBER.	District.	Talook.	Hóbli.	Village in which School is established.
51	BANGALORE DISTRICT. (Contd.)	Closepété (*Continued.*)	Bhairamangala	Bhairamangala
52			Closepété	Sunganahalli
53		Anekallu	Jigani	Jigani
54			Attibelé	Attibelé
55			Iggalúru	Iggalúru
56			Háragaddé	Háragaddé
57		Sarjápura	Sarjápura	Dommasandra
58			Varthúru	Gunjúru
59			Mugalúru	Mugalúru
60			Bidarukuppé	Bidarukuppé
61			Bévúru	Bévúru
62		Kánakánahalli	Kánakánahalli	Kánakánahalli
63			Tungáni	Tungáni
64			Muduvádi	Muduvádi
65			Háróhalli	Háróhalli
1	KOLAR DISTRICT.	Kolár	Vakkaléri	Vakkaléri
2			Vémagallu	Vémagallu
3			Harati	Chámarahalli
4			Uttúru	Devaráyasandra
5			Sagatúru	Sagatúru
6			Holúru	Holúru
7			Muttuvádi	Muttuvádi
8			Kolár	Bigalé Hosahalli
9		Málúru	Hulithénahalli	Hulithénahalli
10			Húlibelé	Koppa
11			Narasápura	Sivárpatna
12			Tyákallu	Yelavaguli
13			Kudiyanúru	Kudiyanúru
14			Málúru	Súrnahalli
15			Lakkúru	Lakkúru
16			Másthi	Másthi
17		Bétmangala	Kamasandra	Kamasandra
18			Dásarahosahalli	Uriga
19			Súlikunté	Súlikunté
20			Bétmangala	Bétmangala
21			Kyásamballi	Kammúru
22			Búdikóté	Búdikóté
23			Rámaságara	Sarvareddihalli
24			Táyalúru	Táyalúru
25		Mulabágalu	Mallináyakanahalli	Mallináyakanahalli
26			Mailakúru	Mailakúru
27			Nangali	Nangali
28			Uttanúru	Madiyanúru
29			Mulabágalu	Kappalmadagu
30			Auvani	Kotthamangala
31			Doggasandra	Agara

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(*Continued.*)

GENERAL EDUCATION.

Hobli Schools.

ending 31*st March* 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
February 1871 ...	21	...	...	21	...	21	...	14	0	0	
Do ...	15	...	...	15	...	15	...	14	0	0	
March 1870 ...	20	...	...	20	...	20	...	70	0	0	
May 1869 ...	31	4	...	35	...	35	...	120	9	10	
September 1870 ...	11	...	...	11	...	11	...	45	13	4	
Do ...	7	...	...	7	...	7	...	45	13	4	
Do ...	41	6	...	47	...	47	...	49	0	0	
April 1870 ...	35	1	...	36	...	36	...	84	0	0	
Do ...	25	...	...	25	...	25	...	84	0	0	
August 1870 ...	22	...	...	22	...	22	...	45	13	4	
May 1869 ...	22	...	...	22	...	22	...	84	0	0	
March 1871 ...	16	...	...	16	...	16	...	7	0	0	
February 1871 ...	10	...	...	10	...	10	...	13	12	0	
March 1871 ...	30	...	...	30	...	30	...	7	0	0	
February 1871 ...	15	...	...	15	...	15	...	14	0	0	
Total......	1,565	80	...	1,645	...	1,645	...	4,042	7	2	
May 1869 ...	25	5	...	30	...	30	...	84	0	0	
Do ...	14	5	...	19	...	19	...	84	0	0	
Do ...	13	...	...	13	...	13	...	84	0	0	
February 1869 ...	54	...	...	54	..	54	...	126	10	6	
Do ...	12	...	...	12	..	12	...	84	0	0	
Do ...	18	...	...	18	..	18	...	84	0	0	
May 1869 ...	10	5	...	15	...	15	...	84	0	0	
October 1869 ...	20	4	...	24	...	24	...	84	0	0	
February 1869 ...	10	2	...	12	...	12	...	84	0	0	
Do ...	35	2	...	37	...	37	...	84	0	0	
May 1869 ...	21	3	...	24	...	24	...	84	0	0	
Do ...	12	...	...	12	...	12	...	84	0	0	
Do ...	23	1	...	24	...	24	...	84	0	0	
Do ...	22	1	...	23	...	23	...	84	0	0	
February 1869 ...	21	1	3	25	...	25	...	84	0	0	
April 1869 ...	23	3	...	26	...	26	...	84	0	0	
September 1869 ...	28	...	...	28	...	28	...	84	0	0	
February 1869 ...	18	2	...	20	...	20	...	84	0	0	
May 1869 ...	12	4	2	18	...	18	...	84	0	0	
Do ...	13	3	...	16	..	16	...	84	0	0	
February 1869 ...	14	...	...	14	...	14	...	84	0	0	
May 1869 ...	20	1	...	21	...	21	..	84	0	0	
October 1869 ...	14	...	...	14	...	14	...	84	0	0	
February 1869 ..	16	3	...	19	..	19	...	84	0	0	
April 1870 ...	9	...	...	9	...	9	...	84	0	0	
Do ...	13	...	...	13	...	13	...	84	0	0	
February 1870 ...	10	2	...	12	...	12	...	84	0	0	
May 1869 ...	28	...	...	28	...	28	...	84	0	0	
April 1870 ...	22	1	...	23	...	23	...	84	0	0	
October 1869 ...	15	1	...	16	...	16	...	84	0	0	
February 1869 ...	29	...	...	29	...	29	...	82	9	7	

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INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
32	Kolar District. (Continued.)	Srínivápura ...	Adagallu	Adagallu ... ...
33			Ráyalpádu	Ráyalpádu ... ...
34			Rónúru	Rónúru ... ...
35			Sómayájinapalli	Sómayájinapalli ... ...
36			Yeladúru	Yeladúru ... ...
37			Nambihalli	Chaldiganahalli ... ...
38			Dalasanúru	Dalasanúru ... ...
39			Srínivápura	Nagadépalli ... ...
40			Nelavanki	Yérukálvé ... ...
41		Ambájidurga ...	Chintámani	Ganjúru ... ...
42			Kaivára	Kaivára ... ...
43			Iragampalli	Iragampalli ... ...
44			Kurabúru	Kurabúru ... ...
45			Uppárapété	Uppárapété ... ...
46			Muragamalé	Hebbéri ... ...
47		Sidlaghatta ...	Ganjigunté	Ganjigunté ... ...
48			Sadli	Dammasandra ... ...
49			Sidlaghatta	Abbaludu ... ...
50			Chilkalnerpu	Burudagunté ... ...
51			Basattahalli	Tékahalli ... ...
52			Munganahalli	Munganahalli ... ...
53			Koralaparti	Pápatimmanahalli ... ...
54			Málúru	Kundalgurké ... ...
55			Bagatharahalli	Kannamangala ... ...
56		Chikka Ballápura ...	Manchénahalli	Manchénahalli ... ...
57			Manchanabelé	Manchanabelé ... ...
58			Auvati	Auvati ... ...
59			Nandi	Nandi ... ...
60			Púrraságara	Kétenahalli ... ...
61			Perisandra	Perisandra ... ...
62		Góribidanúru ...	Hosúru	Hosúru ... ...
63			Tondébhávi	Tondébhávi ... ...
64			Varavani	Varavani ... ...
65			Bommasandra	Bommasandra ... ...
66		Gudibanda ...	Gudibanda	Hampasandra ... ...
67			Mandikallu	Mandikallu ... ...
68			Sóménahalli	Sóménahalli ... ...
69			Dárináyakanapálya	Dárináyakanapálya ... ...
70			Nágaragere	Nágaragere ... ...
71			Námagondlu	Námagondlu ... ...
72		Gúmanáyakanapálya ...	Gúlúru	Gúlúru ... ...
73			Yellampalli	Yellampalli ... ...
74			Chélúru	Chélúru ... ...
75			Mittémari	Mittémari ... ...
76			Chalkavélu	Pallagallu ... ...
77			Billúru	Maddihalli ... ...
78			Patthapálya	Patthapály ... ...

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(*Continued.*)

GENERAL EDUCATION.

Hobli Schools.

ending 31*st March* 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
September 1869 ...	28	8	...	36	...	36	...	84	0	0	
August 1870 ...	14	1	...	15	...	15	...	56	0	0	
October 1869 ...	13	...	...	13	...	13	...	84	0	0	
May 1869 ...	23	...	...	23	...	23	...	84	0	0	
February 1869 ...	30	3	...	33	...	33	...	84	0	0	
Do ...	19	...	...	19	...	19	...	84	0	0	
May 1869 ...	30	6	..	36	...	36	...	82	9	7	
November 1869 ...	15	...	...	15	...	15	...	84	0	0	
October 1869 ..	30	...	...	30	...	30	...	84	0	0	
1st March 1869 ...	32	...	...	32	...	32	...	84	0	0	
15th Feb. 1869 ...	42	19	...	61	...	61	...	84	0	0	
26th April 1869 ...	32	...	...	32	...	32	...	84	0	0	
18th Feb. 1869 ...	16	...	...	16	...	16	...	84	0	0	
13th August 1870 .	14	10	...	24	...	24	...	56	0	0	
12th May 1869 ...	24	...	...	24	...	24	...	84	0	0	
22nd March 1870 .	34	2	...	36	...	36	...	84	0	0	
25th Nov. 1869 ...	24	...	...	24	...	24	...	84	0	0	
4th April 1870 ...	20	...	...	20	...	20	...	77	14	5	
15th Feb. 1869 ...	25	4	...	29	...	29	...	84	0	0	
15th Sep. 1869 ...	20	...	...	20	...	20	...	84	0	0	
Do ...	18	...	...	18	...	18	...	84	0	0	
19th October 1869.	14	...	...	14	...	14	...	84	0	0	
27th Nov. 1869 ...	19	...	...	19	...	19	...	84	0	0	
26th March 1871. .	10	...	...	10	...	10	...	1	5	8	
22nd March 1870. .	29	1	...	30	...	30	...	84	0	0	
11th May 1869 ...	44	...	2	46	...	46	...	84	0	0	
15th Feb. 1869 ...	40	3	...	43	...	43	...	84	0	0	
Do ...	14	6	...	20	...	20	...	84	0	0	
22nd March 1871. .	10	...	...	10	...	10	...	7	0	0	
March 1871 ..	10	...	...	10	...	10	...	...	...	...	No return.
22nd March 1870. .	34	6	...	40	...	40	...	84	0	0	
1st Feb. 1871 ...	10	...	...	10	...	10	...	14	0	0	
15th April 1869 ...	30	...	...	30	...	30	...	84	0	0	
26th March 1871. .	10	...	...	10	...	10	...	...	...	...	No return
15th Feb. 1869 ...	30	...	...	30	...	30	...	84	0	0	
15th March 1870. .	30	2	...	32	...	32	...	84	0	0	
13th May 1869 ...	23	...	...	23	...	23	...	84	0	0	
15th April 1870 ...	36	7	...	43	...	43	...	84	0	0	
6th Feb. 1871 ...	25	...	...	25	...	25	...	14	0	0	
1st Sept. 1870 ...	30	...	...	30	...	30	..	49	0	0	
18th March 1870. .	32	...	...	32	...	32	...	84	0	0	
1st April 1870 ...	29	2	...	31	...	31	...	84	0	0	
15th Sept. 1869 ...	42	1	...	43	...	43	...	84	0	0	
1st October 1869...	54	...	...	54	...	54	...	121	4	2	
9th April 1870 ...	12	...	...	12	...	12	...	84	0	0	
12th Sept. 1870 ..	10	...	...	10	...	20	...	49	0	0	
1st Sept. 1870 ...	26	...	...	26	...	26	...	49	0	0	
Total.....	1,733	130	7	1,870	...	1,870	...	5,827	5	1	

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INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
1	TOOMKOOR DISTRICT.	Toomkoor ...	...Kóra	...Kestúru ...
2			Honnudiké ...	...Hobsigere ...
3			Chélúru ...	...Bidaré ... ...
4			Gúlúru ...	...Kaidála ..
5			Toomkoor ...	...Aríkere... ...
6			Vurdagere ...	...Vurdagere ...
7			Bellávi... ...	...Bellávi... ...
8		Koratagere ...	...Kólála	...Kólála ... ...
9			Tharadálu ...	...Tharadálu ...
10			Thotlagere ...	...Thotlagere ...
11			Honnavalli ...	...Honnavalli ...
12			Thóvinkere ...	...Thóvnikere ...
13			Chennaráyadurga ...	...Bukkápatna ...
14		Maddagiri ...	...Puravara ...	...Byaliya... ...
15			Ittigédibbanahalli ...	...Ittigédibbanahalli ...
16			Maddagiri ...	...Ganjalagunté ...
17			Doddéri ..	...Doddéri ...
18			Kodagénahalli ...	...Kodagénahalli ...
19			Midigési ...	...Midigési ...
20			Hampasandra ...	...Idaúgru ...
21		Chikkanáyakanahalli	...Hágalavádi ...	...Hágalavádi ...
22		Sírá ...	...Nadúru ...	...Hosúru... ...
23			Baragúru ...	...Baragúru ...
24			Kallambe'lé ...	...Chikkanáyakanahalli
25			Hulikunté ...	...Hulikunté ...
26			Bukkapatna ...	...Kurihalli ...
27			Sírá	...Gula ... ...
28		Kunigallu ...	...Kunigallu ...	...Herúru... ...
29			Yadiyúru ...	...Yediyúru ...
30			Hebbúru ...	...Tharúru ...
31			Chitnahalli ...	...Chitanahalli ...
32			Kothagere ...	...Kothagere ...
33		Kadaba ...	...Ariyúru ...	...Ariyúru ...
34			Kollúru ...	...Sampagé ...
35			Máyasandra ...	...Máyasandra ...
36		Turivékere ...	...Dandinasivara ...	...Dandinasivara ...
37			Echanúru ...	...Echanúru ...
38			Turivékere ...	...Maniyúru ...
39			Nonavinakere ...	...Nonavinakere ...
40		Honnavalli ...	...Tiptúru ...	...Madihalli ...
41		Huliyúrdurga ...	...Huliyúrdurga ...	...Mávatúru ...
42			Uttradurga ...	...Yeliyúru ...

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(*Continued*)

GENERAL EDUCATION.

Hobli Schools.

ending 31*st* *March* 1870—71.

5	6	7	8	9	10	11	12	13			
	Number of Pupils on the Rolls at the end of the year.					Number of Pupils studying in each language.					
When established.	Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils attending daily.	Kanarese.	Telugu.	Total Annual Cost.			Remarks.
March 1869. ...	28	...	...	28	...	28	...	84	0	0	
Do	20	...	...	20	...	20	...	84	0	0	
Do	54	...	...	54	...	54	...	84	0	0	
May 1869. ...	24	...	...	24	...	24	...	84	0	0	
Do	26	...	...	26	...	26	...	84	0	0	
Do	35	...	...	35	...	35	...	84	0	0	
September 1869 ...	52	...	...	52	...	52	...	84	0	0	
September 1870...	30	...	...	30	...	30	...	49	0	0	
Do	30	...	...	30	...	30	...	49	0	0	
Do	30	...	...	30	...	30	...	49	0	0	
Do	30	...	...	30	...	30	...	49	0	0	
February 1871. ...	26	...	...	26	...	26	...	14	0	0	
Do	26	...	...	26	...	26	...	14	0	0	
May 1869. ...	28	...	...	28	...	28	...	84	0	0	
Do	20	...	...	20	...	20	...	84	0	0	
September 1869....	35	...	...	35	...	35	...	84	0	0	
March 1870. ...	28	...	...	28	...	28	...	84	0	0	
September 1870. ...	26	...	...	26	...	26	...	49	0	0	
February 1871. ...	20	...	...	20	...	20	...	14	0	0	
Do	20	...	...	20	...	20	...	14	0	0	
March 1869 ...	56	...	...	56	...	56	...	84	0	0	
Do	47	...	...	47	...	47	...	84	0	0	
Do	35	...	...	35	...	35	...	84	0	0	
May 1869. ...	38	...	...	38	...	38	...	84	0	0	
June 1870. ...	28	...	...	28	...	28	...	70	0	0	
September 1870 ...	30	...	...	30	...	30	...	49	0	0	
February 1871. ...	30	...	...	30	...	30	...	14	0	0	
September 1870 ...	36	...	...	36	...	36	...	49	0	0	
March 1869. ...	40	...	...	40	...	40	...	84	0	0	
September 1870 ...	32	...	...	32	...	32	...	49	0	0	
March 1871. ...	24	...	...	24	...	24	...	7	0	0	
Do	20	...	...	20	...	20	...	...	...	...	No. Return.
March 1870 ...	32	...	...	32	...	32	...	84	0	0	
September 1870 ...	26	...	...	26	...	26	...	49	0	0	
Do	30	...	...	30	...	30	...	49	0	0	
May 1869. ...	30	...	...	30	...	30	...	84	0	0	
Do	40	...	...	40	...	40	...	84	0	0	
June 1870. ...	25	...	...	25	...	25	...	70	0	0	
September 1870....	20	...	...	20	...	20	...	49	0	0	
September 1869 ...	36	...	...	36	...	36	...	84	0	0	
Do 1870...	30	...	...	30	...	30	...	49	0	0	
March 1871. ...	26	...	...	26	...	26	...	...	...	...	No. Return.
Total.....	1,299	...	...	1,299	...	1,299	...	2,475	0	0	

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No. 4.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
1		Mysore	Mysore	Padavarahalli
2			Lingámbudhi	Hinakallu
3			Ilavála...	Ilavála...
4			Kudlahalli	Sollépura
5			Sindhuvalli	Airahalli
6		Mysore Ashtagram	Pálahalli	Pálahalli
7			Chendagallu	Chendagallu
8			Rangasamudra	Rangasamudra
9			Hathináru	Hathináru
10		Patna Ashtagram	Kúra ...	Seringapatam
11			Do ...	Ganjám
12			Kirangúru	Hirode...
13			Thirumalaságara	Lakshmiságara
14			Kyátanahalli	Kyátanahalli
15			Haravu	Haravu
16			Shethalli	Sethalli...
17			Arakere	Arakere
18			Bannúru	Bannúru
19	Mysore District.	Yadatoré	Tippúru	Tippúru
20			Haradanahalli	Haradanahalli
21			Sáligráma	Sáligráma
22			Mirlé ...	Mirlé ...
23			Bidrahalli	Bidrahalli
24		Nanjanagúdu ...	Nanjanagúdu	Badanálu
25			Hedatalé	Hedatalé
26			Kalalé ...	Kalalé ...
27			Hura ...	Haginaválu
28		Heggadadévanakóté	Antarsanthé	Jódinéralé
29		Periyápatna ...	Periyápatna	Periyápatna
30			Kirujáji	Kattemallavádi
31			Bettadapura	Bettadapura
32		Mandya ...	Mandya	Sátanúru
33			Yeliyúru	Holalu ...
34			Kottatti	Guttalu
35			Dudda ...	Madagandúru
36			Mattigere	Mattigere
37			Basarálu	Basarálu
38		Maddúru ...	Maddúru	Désahalli
39			Kudarégundi	Kudarégundi
40			Doddarasanakere	Doddarasanakere
41			Tippúru	Honnalagere
42			Authakúru	Kesthúru
43		Mallavalli ...	Kiragávalu	Kiragávalu
44		Talakádu ...	Talakádu	Talakádu
45			Purigala	Belakavádi
46			Sósalé ...	Sósalé ...
47			Távúru...	Táyúru...
48			Múgúru	Múgúru
49		Chámarájanagara	Chámarájanagara	Rámasamudra
50			Kágalavádi	Saragúru

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(*Continued.*)

GENERAL EDUCATION.

Hobli Schools.

ending 31*st March* 1870—71.

5	6	7	8	9	10	11	12	13			14
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
March 1870 ...	22	...	.	22	...	22	...	84	0	0	
May 1869 ...	15	...	...	15	...	15	...	84	0	0	
December 1869 ...	32	2	...	34	...	34	...	84	0	0	
Do ...	39	...	...	39	...	39	...	84	0	0	
February 1870 ...	8	...	...	8	...	8	...	84	0	0	
May 1869 ...	18	...	1	19	...	19	...	84	0	0	
February 1871 ...	13	...	...	13	...	13	...	10	8	0	
December 1870 ...	18	...	...	18	...	18	...	21	0	0	
March 1871 ...	16	...	...	16	...	16	...	7	0	0	
February 1869 ...	34	...	...	34	...	34	...	84	0	0	
July 1869 ...	46	2	...	48	...	48	...	84	0	0	
October 1869 ...	44	...	...	44	...	44	...	84	0	0	
March 1869 ...	14	...	...	14	...	14	...	75	0	0	
Do ...	33	4	...	37	...	37	...	84	0	0	
May 1869 ...	28	...	...	28	...	28	...	84	0	0	
December 1870 ...	8	...	...	8	...	8	...	28	0	0	
June 1869 ...	25	...	...	25	...	25	...	84	0	0	
May 1869 ...	15	...	...	15	...	15	...	84	0	0	
February 1870 ...	33	...	...	33	...	33	...	84	0	0	
May 1869 ...	19	...	...	19	...	19	...	84	0	0	
Do ...	26	...	...	26	...	26	...	84	0	0	
February 1869 ...	18	...	...	18	...	18	...	84	0	0	
Do ...	46	..	...	46	...	46	...	84	0	0	
January 1871 ...	10	...	...	10	...	10	...	16	0	6	
February 1870 ...	27	...	...	27	...	27	...	84	0	0	
February 1869 ...	45	...	...	45	...	45	...	85	9	9	
February 1870 ...	18	...	...	18	...	18	...	84	0	0	
February 1869 ...	46	...	...	46	...	46	...	84	0	0	
March 1869 ...	42	...	...	42	...	42	...	84	0	0	
December 1870 ...	20	...	...	20	...	20	...	28	0	0	
February 1871 ...	27	...	...	27	...	27	...	14	0	0	
May 1869 ...	20	...	...	20	...	20	...	84	0	0	
December 1869 ...	13	...	...	13	...	13	...	84	0	0	
November 1870 ...	34	...	...	34	...	34	...	35	0	0	
March 1869 ...	27	...	...	27	...	27	...	84	0	0	
Do ...	21	...	...	21	...	21	...	84	0	0	
Do ...	22	...	...	22	...	22	...	84	0	0	
February 1871 ...	13	...	...	13	...	13	..	14	0	0	
Do ...	5	...	...	5	...	5	...	14	0	0	
Do ...	14	...	...	14	...	14	...	14	0	0	
December 1869 ...	11	...	...	11	...	11	...	84	0	0	
September 1870 ...	30	...	...	30	...	30	...	44	9	1	
August 1870 ...	12	16	...	28	...	28	...	54	6	7	
February 1869 ...	30	...	...	30	...	30	...	84	0	0	
June 1870 ...	18	...	...	18	...	18	...	70	0	0	
December 1870 ...	18	...	...	18	...	18	...	28	0	0	
Do ...	28	...	...	28	...	28	...	28	0	0	
May 1869 ...	51	...	...	51	...	51	...	84	0	0	
Do ...	28	...	...	28	...	28	...	84	0	0	
February 1869 ...	27	...	...	27	...	27	...	84	0	0	

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No. 4.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the yea

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
51	Mysore Dr. (*Contd.*)	Chámarájanagara (*Contd.*)	Honganúru	Honganúru
52			Aulúru	Aulúru
53			Santémárahalli	Kadaru
54			Ummattúru	Ummattúru
55			Dévanúru	Tagadúru
56			Kottalavádi	Kottalavádi
57		Gundlupété	Tirakanámbi	Tirakanámbi
58			Haradanahalli	Haradanahalli
59		Yelandúru	Maddúru	Maddúru
1	Hassan District.	Hassan	Madihalli	Ugani
2			Gráma	Gráma
3			Sáligamé	Sáligamé
4			Hassan	Bhúvanahalli
5			Kausika	Ambuga
6			Attavára	Attavára
7		Manjarábád	Mudigere	Mudigere
8		Mahárájanadurga	Ponnáthapura	Ponnáthapura
9			Górúru	Górúru
10			Muttigé	Bhartúru
11		Arakalagúdu	Krishnarája Katté	Rudrapatna
12			Hanasógé	Hanasógé
13			Konnúru	Konnúru
14			Arakalagúdu	Hebbalé
15			Basavapatna	Basavapatna
16			Marúru	Marúru
17			Mallipatna	Dodda Bemmati
18		Attikuppa	Santébáchahalli	Santébáchahalli
19			Sindhughatta	Jaganakere
20			Búkanakere	Búkanakere
21			Mélkóté	Mélkóté
22			Akkihebbalu	Akkihebbalu
23			Attikuppa	Agrahárabáchahalli
24			Kannambádi	Kannambádi
25			Kikkéri	Kikkéri
26		Bélúru	Adagúru	Adagúru
27			Norvé	Gónibídu
28			Andlé	Háltóri
29			Mélupalu	Aggadalu
30		Channaráyapatna	Anékere	Yeliyúru
31			Didiga	Santésivara
32			Nuggéhalli	Jambúru
33			Sravanabelagula	Sravanabelagula
34			Hirisávé	Hirisávé
35		Nágamangala	Bhímanahalli	Dévalápura
36			Mannahalli	Chinniya
37			Bellúru	Bellúru
38			Nágamangala	Pálagrahára

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(Continued.)

GENERAL EDUCATION.

HOBLI SCHOOLS.

nding 31st March 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
arch 1870 ...	18	...	...	18	...	18	...	84	0	0	
nuary 1870 ...	18	...	...	18	...	18	...	70	0	0	
lay 1869 ...	44	...	...	44	...	44	...	84	0	0	
ebruary 1871 ...	12	...	...	12	...	12	...	14	0	0	
ctober 1870 ...	24	...	...	24	...	24	...	42	0	0	
ecember 1870 ...	10	...	...	10	...	10	...	28	0	0	
ay 1869 ...	34	3	...	37	...	37	...	84	0	0	
Do	20	...	...	20	...	20	...	84	0	0	
Do	22	...	...	22	...	22	...	84	0	0	
Total......	1,429	27	1	1,457	...	1,457	...	3,849	1	11	
'th February 1869	36	...	...	36	...	36	...	84	0	0	
Do	27	...	...	27	...	27	...	84	0	0	
Do	18	...	...	18	...	18	...	84	0	0	
Do	24	...	...	24	...	24	...	84	0	0	
th Dec. 1870. ...	24	...	...	24	...	24	...	28	0	0	
arch 1871. ...	20	...	...	20	...	20	...	7	0	0	
bruary 1869 ...	27	...	...	27	...	27	...	84	0	0	
Do	18	...	...	18	..	18	...	84	0	0	
Do	20	...	...	20	...	20	...	84	0	0	
cember 1870. ...	20	..	...	20	...	20	...	28	0	0	
bruary 1869. ...	33	...	...	33	...	33	...	84	0	0	
Do	23	...	...	23	...	23	...	84	0	0	
tober 1869. ...	30	...	...	30	...	30	...	84	0	0	
cember 1870. ...	26	...	...	26	...	26	...	28	0	0	
Do	23	...	...	23	...	23	...	28	0	0	
Do	20	...	...	20	...	20	...	28	0	0	
Do	26	...	...	26	...	26	...	28	0	0	
ruary 1869 ..	30	...	...	30	...	30	...	84	0	0	
uary 1870. ...	40	...	...	40	...	40	...	84	0	0	
gust 1870. ...	27	...	...	27	...	27	...	49	0	0	
Do	93	...	...	93	...	93	...	84	0	0	
ember 1870. ...	25	...	...	25	...	25	...	28	0	0	
Do	18	...	...	18	...	18	...	28	0	0	
Do	29	...	...	29	...	29	...	28	0	0	
Do	40	...	...	40	...	40	...	28	0	0	
ruary 1869. ...	21	...	...	21	...	21	...	84	0	0	
Do	25	...	...	25	...	25	...	84	0	0	
il 1869. ...	24	...	...	24	...	24	...	84	0	0	
ch 1869. ...	20	...	...	20	...	20	...	76	0	0	
ember 1870. ...	28	...	...	28	...	28	...	28	0	0	
Do	19	...	...	19	...	19	...	28	0	0	
Do	14	...	...	14	...	14	...	28	0	0	
Do	53	...	...	53	...	53	...	28	0	0	
Do	20	...	...	20	...	20	...	28	0	0	
ch 1869. ...	35	...	...	35	...	35	...	84	0	0	
ruary 1870. ...	42	...	...	42	...	42	...	84	0	0	
Do	32	...	...	32	...	32	...	28	0	0	
ember 1869. ...	10	...	...	10	...	10	...	28	0	0	

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No. 4.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
39	Hassan (Contd.)	Nágamangala (*Contd.*) ...	Bindiganavelá ...	Bindiganavalé ...
40		Háranahalli ...	Gandisi ...	Gandisi ...
41		Narasipura ...	Mádápura ...	Mádápura ...
42			Mávinkeré ...	Halékóté ...
43			Niduvani ...	Dodda Kadnúru ...
44			Narsipura ...	Hippé ...
45			Ganni ...	Ganni Agrahára ...
1	Shimoga.	Shikáripura ...	Belagávi ...	Belagávi ...
2			Issúru ...	Issúru ...
3			Mugalagere ...	Mugalagere ...
4			Jambúru ...	Muchadi ...
5		Shimoga ...	Holéhonnuru ...	Sanyásikodamagé ...
6			Anvéri ...	Gudamagatté ...
7			Ayanúru ...	Ayanúru ...
8			Kúdli ...	Pillangere ...
9			Gájanúru ...	Gájanúru ...
10			Haramagatté ...	Súthukóté ...
11			Kúilligere ...	Arekere ...
12			Benkipura ...	Benkipura ...
13		Chennagiri ...	Nallúru ...	Nallúru ...
14			Dévarahalli ...	Dévarahalli ...
15			Addigere ...	Addigere ...
16			Rájagondanahalli ...	Padumatti ...
17		Honnáli ...	Honnáli ...	Honnáli ...
18		Anantapura ...	Anantapura ...	Anantapura ...
19			Masarúru ...	Binnavalli ...
20		Kávaledurga ...	Thírthahalli ...	Thírthahalli ...
21		Ságara ...	Keladi ...	Keladi ...
22			Siruvanté ...	Siruvanté ...
23			Do. ...	Baradavalli ...
24			Thalaguppé ...	Thalaguppé ...
25		Soraba ...	Soraba ...	Muthaguppé ...
26			Kyásanúru ...	Hosabalé ...
27			Thavanandi ...	Kerehalli ...
28			Kyásanúru ...	Nisarani ...
29			Aunavatti ...	Aunavatti ...
1	Kadoor.	Chikkamagalúru ...	Hirémagalúru ...	Hirémagalúru ...
2			Lakya ...	Lakya ...
3			Mattavara ...	Mugatihalli ...
4			Malalúru ...	Malalúru ...
5			Balavádi ...	Balavádi ...

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(*Continued.*)

GENERAL EDUCATION.

Hobli Schools.

ending 31*st March* 1870—71.

5	6	7	8	9	10	11	12	13			
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			Remarks.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
December 1870. ...	23	...	...	23	...	23	...	28	0	0	
Do	26	...	...	26	...	26	...	28	0	0	
April 1869. ...	17	...	...	17	...	17	...	84	0	0	
February 1869. ...	38	...	...	38	...	38	...	84	0	0	
December 1870 ...	28	...	...	28	...	28	...	28	0	0	
Do	10	...	...	10	...	10	...	28	0	0	
Do	17	...	...	17	...	17	...	28	0	0	
Total......	1,230	...	...	1,230	...	1,230	...	1,428	0	0	
March 1870 ...	26	5	...	31	...	31	...	84	0	0	
March 1869 ...	20	...	...	20	...	20	...	49	0	0	
March 1870 ...	18	...	...	18	...	18	...	77	0	0	
September 1869 ...	23	...	...	23	...	23	...	84	0	0	
March 1869 ...	37	5	...	42	...	42	...	126	9	3	
Do ...	25	...	...	25	...	25	...	84	0	0	
September 1869 ...	15	...	...	15	...	15	...	84	0	0	
March 1870 ...	32	...	...	32	...	32	...	84	0	0	
Do ...	22	...	...	22	...	22	...	84	0	0	
September 1869 ...	18	...	1	19	...	19	...	84	0	0	
August 1870 ...	34	...	...	34	...	34	...	55	12	5	
Do ...	23	...	...	23	...	23	...	55	12	5	
March 1869 ...	14	8	...	22	...	22	...	83	8	0	
August 1870 ...	30	...	...	30	...	30	...	55	12	5	
March 1870 ...	25	2	...	27	...	27	...	84	0	0	
August 1870 ...	42	...	...	42	...	42	...	55	12	5	
Do ...	45	1	1	47	...	47	...	49	0	0	
March 1870 ...	48	...	...	48	...	48	...	83	0	0	
March 1869 ...	12	...	...	12	...	12	...	84	0	0	
March 1870 ...	34	...	2	36	...	36	...	67	8	3	
August 1870 ...	29	...	...	29	...	29	...	43	0	0	
March 1870 ...	18	4	...	22	..	22	...	84	0	0	
August 1870 ...	21	...	...	21	...	21	...	49	0	0	
Do ...	26	...	...	26	...	26	...	49	0	0	
Do ...	27	2	...	29	...	29	...	55	12	5	
Do ...	17	..	...	17	...	17	...	55	12	5	
Do ...	40	...	..	40	...	40	...	47	10	4	
March 1871 ...	13	...	...	13	...	13	...	9	0	0	
Do ...	20	...	...	20	...	20	...	9	0	0	
Total......	754	27	4	785	...	785	...	1,916	14	4	
March 1869 ...	38	2	...	40	...	40	...	84	0	0	
Do ...	28	3	...	31	...	31	...	84	0	0	
Do ...	18	1	...	19	...	19	...	84	0	0	
Do ...	18	...	...	18	...	18	...	84	0	0	
Do ...	20	...	...	20	...	20	...	83	0	0	

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No. 4.

INSTITUTIONS FOR

GOVERNMENT

Annual Return for the year

1		2	3	4
Number.	District.	Talook.	Hóbli.	Village in which School is established.
6	KADOOR. (*Contd.*)	Chikkamagalúru (*Contd.*) ...	Karagatta	Karagatta ... ...
7			Kenkere	Bilikalhalli ... ...
8			Nárnapura	Thimmasandi ... ...
9			Moslé	Mosle ... ...
10		Kadoor	Patnagere	Patnagere ... ...
11			Nidaghatta	Nidaghatta ... ...
12			Bramasamudra	Bramasamudra ... ...
13		Tarikere	Ajjampura	Ajjampura ... ...
14			Lingadahalli	Lingadahalli ... ...
15			Doranahalu	Doranahalu ... ...
16		Bánávára	Jávagal	Jávagal ... ...
17			Chilagúru	Chilagúru ... ...
18		Wastára	Kadagalnádu	Hosahalli ... ...
19			Anúru	Anúru ... ...
20			Bidranádu	Chikkamagaravalli ... ...
21			Kundavalli	Kundavalli ... ...
1	CHITULDROOG.	Chituldroog	Siddappanahalli	Siddappanahalli ... ...
2			Chituldroog	Rangappanahalli ... ...
3			Chitrahalli	Godabanahalu ... ...
4			Turavanúru	Turvanúru ... ...
5			Tálya	Tálya ... ...
6		Hiriyúru	Iyamengala	Harati ... ...
7		Dávanagere	Máyakonda	Máyakonda ... ...
8			Dávanagere	Beturu... ... ...
9			Anaji	Anaji ... ...
10		Hosadurga	Bégúru...	Bégúru ... ...
11		Pávagada	Mugudalabetta	Arasikere ... ...
12			Pávagada	Kannamadi ... ...
13			Nidagallu	Nyáyadagunté ... ...
14		Harihara	Kondaji	Baki ... ...
15		Doddéri	Náyikanahatti	Náyikanahatti ... ...
16		Búdihálu	Budihálu	Heggere ... ...

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE,
NANDIDROOG, 24*th May* 1871.

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(*Concluded.*)

GENERAL EDUCATION.

HOBLI SCHOOLS.

nding 31*st March* 1870—71.

5	6	7	8	9	10	11	12	13			14
When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils attending daily.	Number of Pupils studying in each language.		Total Annual Cost.			REMARKS.
	Hindus.	Mahomedans.	Others.	Total.		Kanarese.	Telugu.				
March 1869 ...	40	...	...	40	...	40	...	84	0	0	
August 1870 ...	44	...	...	44	...	44	...	49	0	0	
February 1871 ...	10	...	...	10	...	10	...	14	0	0	
Do ...	20	...	...	20	...	20	...	14	0	0	
March 1869 ...	13	...	...	13	...	13	...	84	0	0	
August 1870 ...	35	...	...	35	...	35	...	49	0	0	
September 1870 ...	16	...	...	16	...	16	...	42	0	0	
February 1871 ...	15	...	...	15	...	15	...	14	0	0	
March 1869 ...	31	...	...	31	...	31	...	76	8	9	
August 1870 ...	22	...	...	22	...	22	...	42	0	0	
March 1869 ...	45	...	...	45	...	45	...	84	0	0	
August 1870 ...	25	...	...	25	...	25	...	49	0	0	
November 1869 ...	15	...	...	15	...	15	...	65	12	0	
March 1869 ...	8	...	...	8	...	8	...	80	0	0	
March 1870 ...	12	15	...	27	...	27	...	77	0	0	
August 1870 ...	23	...	...	23	...	23	...	49	0	0	
Total......	496	21	...	517	...	517	...	1,292	4	9	
March 1871 ...	...	...	...	...	...	...	...	...	...	...	No return.
April 1869 ...	16	...	...	16	...	16	...	84	0	0	
Do ...	20	...	...	20	...	20	...	84	0	0	
September 1869 ...	39	...	...	39	...	39	...	84	0	0	
March 1870 ...	53	...	...	53	...	53	...	84	0	0	
February 1871 ...	12	...	...	12	...	12	...	84	0	0	
April 1869 ...	20	...	...	20	...	20	...	77	0	0	
March 1870 ...	30	...	...	30	...	30	...	84	0	0	
March 1871 ...	10	...	...	10	...	10	...	...	...	...	No return.
April 1869 ...	55	...	...	55	...	55	...	84	0	0	
Do ...	20	...	...	20	...	20	...	84	0	0	
March 1870 ...	15	...	...	15	...	15	...	84	0	0	
April 1870 ...	11	...	...	11	...	11	...	84	0	0	
November 1870 ..	28	...	...	28	...	28	...	84	0	0	
December 1870 ...	25	...	...	25	...	25	...	28	0	0	
February 1871 ...	32	...	...	32	...	32	...	10	8	0	
Total......	378	...	...	378	...	378	...	1,039	8	0	

J. GARRETT,
Director of Public Instruction.

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1	2	3	4	5	6	7	8	9
			Number of Pupils on the Rolls at the end of the year.					
Name of Institution	Locality.	When established.	Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
Higher Class.								
English.								
1 Bishop Cotton's School... ...	Bangalore ...	1865	...	...	79	79	75	70
2 St. Andrew's School	Do ...	1866	...	...	67	67	58	58
Anglo Vernacular.								
3 London Mission Institution ...	Do ...	1847	91	7	38	136	139	120
4 Native Educational Institution ...	Do ...	1851	312	18	10	340	328	270
5 Wesleyan Mission School ...	Mysore ...	1855	200	8	12	220	220	185
		Total...	603	33	206	842	820	703
Middle Class.								
English.								
6 Cantonment Orphanage ...	Bangalore ...	1866	...	...	50	50	50	50
7 Ordnance School	Fort	1832	1	...	23	24	27	23
8 St. John's District School ...	Bangalore ...	1854	9	...	61	70	67	58
Anglo Vernacular.								
9 London Mission Cantonment School.	Do ...	1854	96	6	12	114	110	95
10 " " Alsúr "	Do ...	1862	82	...	2	84	86	66
11 St. Joseph's Catholic Seminary English	Do ...	1857	19	6	94	119	82	74
12 St. Mary's Catholic Seminary ...	Do ...	1854	22	...	...	22	21	20
13 St. Patrick's Catholic Seminary ...	Do ...	1860	35	...	42	77	66	66
14 Boy's Orphanage	Toomkoor ...	1865	74	...	...	74	74	74
		Total......	338	12	284	634	583	536
		Grand Total......	941	45	490	1,476	1,403	1,229

Office of the Director of Public Instruction in Mysore,
Nandidroog, 24*th May* 1871.

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10 A	10 B	10 C	10 D	21	22	23	24	25	26	
umber of Pupils on the Rolls stud in each language at the end of t year.				ges during the year.		Difference.		Annual Cost of educating each Pupil.		Remarks.
English.	Kanarese.	Hindustani.	Telugu.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
79	...	...	...	393 4 0	9,950 7 11	... ...	99 7 11	132 10 9	50 1 3	
67	...	2	...	207 14 4	6,319 9 4	802 0 6	... ...	108 15 4	41 6 1	
136	136	...	...	... ...	7,320 0 0	49 14 0	... ...	52 10 7	4 5 1	
340	300	...	...	... ...	9,846 0 0	... ...	... ...	30 0 3	7 5 1	
220	220	...	...	315 4 0	7,648 4 0	... ...	5,398 15 0	34 12 3	5 7 3	
842	656	2	...	916 6 4	41,084 5 3	851 14 6	5,498 6 11			
50	...	...	...	... ...	3,600 0 0	... ...	... ...	72 0 0	14 6 4	
24	...	...	...	24 4 5	636 4 5	8 9 7	... ...	23 14 11	17 12 5	
70	26	...	...	498 6 0	1,870 7 9	... ...	474 12 5	21 3 2	8 15 3	
114	...	...	...	... ...	2,904 0 0	49 14 0	... ...	26 6 4	3 4 4	
84	...	...	...	... ...	2,424 0 0	112 0 0	... ...	28 2 11	2 12 7	
119	112	...	5 Latin	185 9 0	3,854 9 0	... ...	... ...	47 0 1	14 10 1	
12	21	...	...	35 0 0	1,331 0 0	... ...	... ...	63 6 4	28 9 1	
77	...	...	...	150 0 0	1,840 0 0	25 0 0	... ...	27 14 1	14 8 8	
7	24	...	...	328 13 6	1,164 3 6	... ...	... ...	15 11 8	4 13 10	
557	183	...	5	1,222 0 11	19,624 8 8	195 7 7	474 12 5			
,399	839	2	5	2,138 7 3	60,708 13 11	1,047 6 1	5,973 3 4			

J. GARRETT,
Director of Public Instruction.

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1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year. Hindus.	Mahomedans.	Others.	Total.	Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
Lower Class.								
1 St. Mark's Ragged School	Bangalore ...	1864	...	...	50	50	45	45
Anglo-Vernacular.								
2 Blackpalli Catholic School	Bangalore ...	1865	7	...	108	115	112	[illegible]
3 Catholic School, Mysore	Mysore ...	1861	140	9	20	169	139	119
4 Madrasa Mohammedia	Bangalore ...	1862	16	90	...	106	100	98
Vernacular.								
5 Blackpalli Catholic School	Bangalore ...	1865	25	...	135	160	150	145
6 Commissariat Hindustani School ...	Do ...	1864	...	20	...	20	19	16
7 Chintámani Sanskrit do ...	Chintámani ...	1868	24	...	...	24	20	[illegible]
8 Chikka Ballápura do do ...	Chikka Ballápura ...	1865	56	...	...	56	53	[illegible]
9 Closepété Hindustani do ...	Closepété	1864	2	29	...	31	30	[illegible]
10 Chennagiri do do ...	Chennagiri ...	1869	...	28	...	28	28	[illegible]
11 Chetnahalli Kanarese do ...	Singapura ...	1868	25	...	...	25	22	[illegible]
12 Dodda Ballápura do do ...	Dodda Ballápura ...	1868	5	47	...	52	50	45
13 Gun Troop Tamil do ...	Gun Troop Bangalore ...	1864	49	...	...	49	47	[illegible]
14 Honnáli Hindustani do ...	Honnáli ...	1869	...	32	...	32	22	[illegible]
15 Huliyúrdurga do do ...	Huliyúrdurga ...	1869	...	29	...	29	27	[illegible]
16 Kunigallu do do ...	Kunigallu ...	1864	...	31	...	31	23	9
17 Kalasa Kanarese do ...	Kalasa ...	1864	15	...	...	15	9	[illegible]
18 Madrasa Ahmedia	Sriniváspura ...	1865	...	39	...	39	37	[illegible]
19 Do Islamia	Bangalore ...	1860	...	115	...	115	100	[illegible]
20 Do Islamia	Chintámani ...	1856	...	34	...	34	30	[illegible]
21 Do Ibrahim	Etchinapalli ...	1841	...	25	...	25	22	[illegible]
22 Do Kudsia	Bangalore ...	1863	...	164	...	164	160	[illegible]
23 Do Mahomedia	French Rocks ...	1865	...	38	...	38	35	[illegible]
24 Do Mufid-ul-Anam	Bangalore ...	1861	...	45	...	45	40	[illegible]
25 Do Sultani	Do ...	1866	...	63	..	63	60	[illegible]
26 Do do	Hunsúru ...	1858	...	38	...	38	34	[illegible]
27 Mélukóté Sanskrit School	Mélukote ...	1867	74	...	...	74	70	[illegible]
28 Seringapatam do do	Seringapatam ...	1869	40	...	...	40	34	[illegible]
29 Ronnúru Hindustani do	Ronnúru ...	1868	...	24	...	24	20	18
30 Sadar Véda Sidhánta Sabhá School ...	Bangalore ...	1842	282	...	...	282	270	225
31 Shettahalli Catholic do	Shettahalli ...	1862	60	...	...	60	48	43
32 Tyámagondal Hindustani do	Tyámagondal ...	1868	...	32	...	32	30	[illegible]
33 Mágadi Sanskrit do	Mágadi	1870	35	...	...	35	32	[illegible]
	Total......	...	855	932	313	2,100	1,923	1,731

Office of the Director of Public Instruction in Mysore,
Nandidroog, 24*th May* 1871.

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An

10 A	10 B	10 C	10 D	10 E	21			22			23			24			25			26			
Number of Pupils on the Rolls studying in each language at the end of the year.					…uring the year.						Difference.						Annual Cost of educating each Pupil.						Remarks.
English.	Kanarese.	Hindustani.	Telugu.	Tamil.	Extraordinary.			Total.			Excess of Receipts over Charges.			Excess of Charges over Receipts.			Total Cost.			Cost to Government.			
50	...	...	...	...	169	12	1	349	12	1	...	...	...	...	...	...	7	12	4	4	0	0	
88	18	...	...	...	15	0	0	960	0	0	10	0	0	...	...	...	8	9	1	3	9	1	
40	14	...	...	115	190	0	0	814	0	0	...	...	...	177	0	0	5	13	8	2	2	6	
20	...	86	...	...	108	15	6	1,275	15	6	...	...	...	...	...	...	12	12	1	6	0	0	
...	...	...	...	150	15	0	0	340	0	0	...	...	...	...	...	...	2	4	3	1	0	0	
...	...	20	...	...	...	...	...	204	0	0	...	...	...	...	...	...	10	11	9	5	5	11	
...	...	...	24	...	...	...	...	276	0	0	...	...	...	2	0	0	13	12	9	6	0	0	
...	...	...	53	...	...	...	...	425	0	0	...	...	...	99	1	0	8	0	7	3	6	4	
...	...	31	...	...	17	0	0	209	6	0	...	...	...	3	0	0	6	15	3	4	0	0	
...	...	28	...	...	...	...	...	190	0	0	12	8	6	...	...	...	6	12	6	2	8	0	
...	25	...	...	...	18	15	6	140	15	6	...	...	...	...	...	...	6	6	6	5	7	3	
...	...	52	...	...	...	...	...	290	12	0	...	...	...	...	...	...	5	12	9	1	14	8	
...	...	...	...	49	10	0	0	129	3	0	...	...	...	...	...	...	2	12	1	2	0	8	
...	...	32	...	...	...	...	...	224	0	0	...	...	...	...	...	...	10	2	10	3	10	2	
...	...	29	...	...	...	...	...	281	13	0	...	...	...	...	...	...	10	7	0	4	7	1	
...	...	31	...	...	...	...	...	222	0	0	5	8	0	...	...	...	7	14	10	4	4	7	
...	15	...	...	...	...	...	...	54	0	0	...	...	...	...	...	...	6	0	0	6	0	0	
...	...	39	...	...	252	0	0	516	0	0	...	...	...	...	...	...	13	15	3	6	7	10	
...	...	115	...	...	65	0	0	1,265	0	0	...	...	...	...	...	...	12	10	4	6	0	0	
...	...	34	...	...	121	0	0	264	0	0	...	...	...	...	...	...	8	12	9	4	0	0	
...	...	25	...	...	...	...	...	216	0	0	19	6	0	...	...	...	9	13	1	5	7	3	
...	...	164	...	...	43	15	8	1,339	15	8	...	...	...	...	...	...	8	5	11	3	12	0	
...	...	38	...	...	...	...	...	249	8	3	...	...	...	...	...	...	7	2	0	3	6	10	
...	...	45	...	...	4	13	9	227	5	9	0	6	3	...	...	...	5	10	11	2	8	0	
...	...	63	...	...	15	8	0	530	10	1	...	...	...	...	...	...	8	13	6	4	0	0	
...	...	38	...	...	9	8	0	267	8	0	...	...	...	11	2	0	7	13	10	3	8	5	
...	...	...	74	...	80	0	0	824	0	0	...	...	...	...	...	...	11	12	4	6	13	8	
...	...	...	40	...	...	...	...	708	0	0	...	...	...	...	...	...	20	13	2	7	0	10	
...	...	24	...	...	...	...	...	240	0	0	18	2	0	...	...	...	12	0	0	6	0	0	
...	19	4	120	139	279	14	0	1,421	2	3	109	8	3	...	...	...	5	4	2	2	3	7	
...	60	...	...	...	40	0	0	364	0	0	5	0	0	...	...	...	7	5	4	3	12	0	
...	...	32	...	...	...	...	...	261	0	6	...	...	...	...	...	...	8	11	2	4	0	0	
...	...	...	35	...	3	8	0	188	8	0	...	...	...	...	...	...	5	14	3	3	2	0	
…8	151	930	346	453	1,459	14	6	15,269	12	7	180	7	0	292	3	0							

J. GARRETT,
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1	2	3	4	5	6	7	8	9
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average Number of Pupils on the Rolls monthly.	Average Number of Pupils attending daily.
			Hindus.	Mahomedans.	Others.	Total.		
English.								
1 Bishop Cotton's School	Bangalore... ..	1865	...	...	42	42	42	40
2 St. John's District do	Do	1854	...	...	55	55	55	40
3 Do Infant do	Do	1854	...	...	84	84	68	50
4 Wesleyan Mission do	Do	1865	...	...	60	60	49	48
5 English School, Shúlé	Do	1864	...	...	82	82	81	74
Anglo Vernacular.								
6 Convent of the Good Shepherd	Do	1854	67	...	120	187	175	175
7 London Mission Boarding School ...	Do	1842	...	...	30	30	30	30
8 Wesleyan Mission Orphan do	Do	1855	35	...	...	35	35	31
Vernacular.								
9 Alsúru Caste Girls' School	Do	1864	64	...	...	64	63	42
10 Blackpalli Catholic School	Do	1865	8	...	47	55	55	50
11 Hindu Female School	Do	1854	81	...	...	81	68	66
London Mission Day Schools.								
12 Do do do Arlépété ...	Do	1863	92	13	2	107	96	[illegible]
13 Do do do Cubbonpété ...	Do	1856	80	12	8	100	101	[illegible]
14 Do do do Hosapété ...	Do	1867	120	1	...	121	112	[illegible]
15 Do do do Kurubarapété ...	Do	1863	127	...	3	130	146	[illegible]
16 Do do do Yellégowdanahalli...	Do	1868	71	2	...	73	73	[illegible]
17 Do do do do ...	Anekallu	1866	37	...	...	37	47	[illegible]
18 Do do do do ...	Yelahanka ...	1868	35	...	...	35	35	[illegible]
19 Do do do do ...	Kolár	1867	75	...	1	76	54	[illegible]
20 Mahomedan Female Educational Institution...	Bangalore... ...	1867	...	100	...	100	90	[illegible]
21 Mysore Catholic School	Mysore	1863	109	...	12	121	86	[illegible]
22 Shethalli do	Shethalli	1864	35	...	...	35	25	[illegible]
23 Shimoga Hindu Girls' School	Shimoga	1868	20	...	...	20	18	[illegible]
24 Wesleyan Mission Day School	Bangalore... ...	1860	132	3	19	154	144	[illegible]
Wesleyan Mission Day Schools.								
25 Do do do Mandi Street ...	Mysore	1867	57	...	...	57	50	[illegible]
26 Do do do Srírāma Pété ...	Do	1863	55	...	...	55	50	[illegible]
27 Do do do Fort	Toomkoor... ...	1868	74	...	...	74	67	[illegible]
28 Sanmárga Darshani Bálika Pátashálé ...	Seringapatam ...	1869	35	...	...	35	30	[illegible]
29 Madrasa Nisvan	Bangalore... ...	1869	...	54	...	54	50	[illegible]
	Total Rs......		1,409	185	565	2,159	1,995	1,617

Office of the Director of Public Instruction,
Nandidroog, 24*th May* 1871.

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An

10 A	10 B	10 C	10 D	10 E	21	22	23	24	25	26	
Number of Pupils on the Rolls studying in each language at the end of the year.					ges during the year.		Difference.		Annual Cost of educating each Pupil.		Remarks.
English.	Kanarese.	Hindustani.	Telugu.	Tamil.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
42	...	...	...	...	... ...	10,856 4 1	... ...	17 11 5	258 7 8	44 13 8	
55	...	...	...	...	39 11 0	883 12 9	0 8 11	... ...	16 1 1	10 14 6	
84	...	...	...	...	33 9 0	500 0 9	378 2 5	... ...	7 5 8	8 13 2	
60	...	...	...	...	578 12 0	3,457 14 7	... ...	185 6 1	70 9 1	19 9 6	
82	...	...	...	...	80 0 0	2,000 0 0	... ...	115 0 0	24 11 1	4 7 1	
120	...	...	...	67	7,560 0 0	10,230 0 0	.. ..	6,724 0 0	58 7 4	6 13 8	
30	30	...	...	...	... ...	3,708 0 0	... ...	26 0 0	123 9 7	20 0 0	
7	...	..	...	35	... ...	1,505 3 6	154 15 10	... ...	43 0 1	17 2 3	
...	...	...	...	64	... ...	468 10 11	20 9 1	... ...	7 7 3	3 11 4	
...	...	...	...	50	10 0 0	160 0 0	... ...	... ...	2 14 6	0 14 6	
...	...	...	...	81	86 3 11	799 12 11	2 4 0	... ...	11 12 2	8 13 2	
5	107	...	...	...	135 5 6	789 3 1	96 13 3	... ...	8 3 6	2 4 0	
...	100	12	...	...	135 5 6	789 3 1	98 0 3	... ...	7 13 0	2 2 2	
...	121	...	...	46	135 5 6	789 3 1	107 14 6	... ...	7 0 8	1 11 3	
10	130	...	...	...	135 5 6	789 3 1	101 2 5	... ...	5 6 6	1 7 8	
...	73	...	...	...	135 5 6	789 3 1	98 4 6	... ...	10 12 11	2 15 4	
...	37	...	...	...	15 0 0	99 5 0	... ...	99 5 0	2 1 9	... ...	
...	35	...	...	...	6 0 0	82 0 0	... ...	82 0 0	2 5 6	... ...	
...	76	...	...	...	12 10 0	252 7 0	... ...	252 7 0	4 10 9	... ...	
...	...	100	...	...	195 0 0	1,395 0 0	... ...	... ...	15 8 0	6 10 8	
10	...	...	...	11	85 0 0	655 0 0	... ...	85 0 0	7 9 10	3 7 9	
...	35	...	...	...	40 0 0	360 0 0	6 0 0	... ...	24 6 5	7 3 2	
...	20	...	...	...	... ...	431 14 6	... ...	59 12 6	23 15 11	13 5 4	
10	154	...	...	...	150 0 0	1,446 0 0	43 8 0	... ...	10 0 8	1 10 8	
...	57	...	...	...	53 5 0	353 5 0	... ...	... ...	7 1 1	2 6 5	
...	55	...	...	...	53 5 0	353 5 0	... ...	... ...	7 1 1	2 6 5	
...	74	...	...	...	180 0 0	720 0 0	... ...	... ...	10 11 11	3 9 4	
...	35	...	...	...	... ...	528 0 0	... ...	72 0 0	17 9 7	6 0 0	
...	...	54	...	...	23 4 2	751 12 0	... ...	1 10 5	15 0 7	4 12 9	
515	1,139	166	...	45	9,878 7 7	45,943 11 7	1,108 3 2	7,720 4 5			

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Director of Public Instruction.

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No. 8.

Abstract of Receipts and Charges in Government and Grant-in-aid Schools for the year 1870—71.

Receipts.						Charges.					
Schools of the Higher Class.	Schools of the Middle Class.	Schools of the Lower Class.	Hóbli Schools.	Female Schools.	Total.	Schools of the Higher Class.	Schools of the Middle Class.	Schools of the Lower Class.	Hóbli Schools.	Female Schools.	
51,122 12 9	12,587 4 9	31,651 13 7	22,870 10 1	1,878 13 2	1,20,111 6 4	41,814 4 6	11,048 8 9	27,363 4 1	22,870 10 1	1,824 9 0	1,
36,437 12 10	19,345 3 10	15,158 0 7	... ...	38,429 15 4	1,09,371 0 7	41,084 5 3	19,624 8 8	15,269 12 7	... ...	45,943 11 7	1,
11,036 4 0	... ...	... ...	6,020 4 4	... ...	17,056 8 4	10,868 11 4	... ...	... ...	6,020 4 4	... ...	
... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	
98,596 13 7	31,932 8 7	46,809 14 2	28,890 14 5	40,308 12 6	2,46,538 15 3	93,767 5 1	30,673 1 5	42,633 0 8	28,890 14 5	47,768 4 7	2,

ECTOR OF PUBLIC INSTRUCTION,
24th May 1871.

J. GARRE
Director of Public

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No. 9.

Abstract of Expenditure of the Educational Department for the year 1870—71.

Charges.	From Imperial Funds.			From Local Funds.			Total Expenditure.			Remarks.
General Administration.										
Direction and its subsidiary charges	14,252	0	0	...	...	...	14,252	0	0	
Inspection and its subsidiary charges	19,986	8	9	...	...	...	19,986	8	9	
Instruction.										
Government Schools.										
General.										
Higher Class	41,814	4	6	...	...	...	41,814	4	6	
Middle "	10,326	15	9	721	9	0	11,048	8	9	
Lower "	27,363	4	1	...	...	...	27,363	4	1	
Hóbli Schools	22,870	10	1	...	...	...	22,870	10	1	
Female Schools	1,824	9	0	...	...	...	1,824	9	0	
Other Items	1,683	6	2	...	...	...	1,683	6	2	
Government Schools.										
Special.										
General Normal School ...	5,824	11	10	...	...	...	5,824	11	10	
Hóbli Normal Schools ...	6,020	4	4	...	...	...	6,020	4	4	
Engineering School ...	5,043	5	6	...	...	...	5,043	5	6	
Grants-in-aid.										
Higher Class	10,356	0	0	30,728	5	3	41,084	5	3	
Middle "	5,970	0	0	13,654	8	8	19,624	8	8	
Lower "	7,032	0	0	8,237	12	7	15,269	12	7	
Female Schools	11,234	0	0	34,709	11	7	45,943	11	7	
Miscellaneous, including Book Department	31,533	4	1	...	...	...	31,533	4	1	
	2,23,135	4	1	88,051	15	1	3,11,187	3	2	
Paid on account of Buildings	11,722	0	0	...	..	...	11,722	0	0	
Grand Total.........	2,34,857	4	1	88,051	15	1	3,22,909	3	2	

Office of the Director of P. I.,
Nandidroog, 24*th May* 1871.

J. GARRETT,
Director of Public Instruction.

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APPENDIX V.

STATISTICAL RETURNS.

STATISTICS OF INSTRUCTION,

TABULATED ACCORDING TO THE FORMS PREPARED BY THE

STATISTICAL COMMITTEE.

A. ECCLESIASTICAL.

B. EDUCATIONAL.

1. Universities (None.)
2. Schools.

C. LITERARY AND SCIENTIFIC.

1. Literary and Scientific Societies.
2. The Press.

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IV.

STATISTICS OF INSTRUCTION.

A.

Ecclesiastical.

Return of Religious Institutions of Various Denominations in the Province of Mysore for the year 1870—71.

		Number of Churches or Institutions.	Number of Ministers or Priests.	Number of Persons attending Worship.	Income.			From Fees and Offerings.	Explanatory Remarks.
					Paid by Government.	From Endowed Property. In Land.	From Endowed Property. In Money.		
Christian.	Roman Catholic ...	84*	1 Bishop 25 Priests	25,000	300†	93	...	...	* 54 Churches, 30 Institutions, schools and others. † The Priest of Mysore receives from His Highness Rs. 30 a month.
	Church of England ...	16‡	7	2,500	4 Chaplains and one Itinerant Minister.	...	1,800	...	‡ 8 Churches and 8 schools exclusive of Regimental Schools.
	Church of Scotland ...	1	1	450	12,432	...	...	2,226	
	Protestant Dissenters ...								
	Wesleyans ...	15	13	1,230	...	...	...	9,042	§ 2 Churches and 18 schools.
	Independents ...	18§	14	522	...	...	...	4,991¶	¶ Local contributions and school fees.
	Baptists ...	1	27	80	...	...	...	...	
	Greeks ...	...	...	...	...	...	...	...	
	Armenians ...	...	...	...	...	...	...	...	
	Unitarians ...	...	...	...	...	...	...	...	
Hindu	...	21,273	16,499	1,229,475	2,99,591	16,020	25,378	23,666	

Hindu									
Mahomedan Súni	...	610	328	70,758	13,864	521	305	1,863
Mahomedan Shiya	...	3	2	150	7	...	...	...
Sikh	...	4	21	590	21	...	...	...
Buddhist or Jain	...	155	68	7,383	4,130	551	191	1,854
	Total...	22,180	17,006	1,338,138	3,30,345	17,185	27,674	43,642

Office of the Director of Public Instruction,
Nandidroog, 24th May 1871.

J. GARRETT,
Director of Public Instruction.

	Ave	Ave	Chr	Oth	Pub	Fees	Tota	Eng	Ver	Gen	Gen	Hin	Mah	Chri	Tota	Ave	From	From	
1,159	895	...	12	44	41,814	6,895	48,709	1,159	1,113	...	...	...	...	5	5	703	15,896	15,332	1(
314	289	..	2	26	10,327	809	11,136	314	314	...	...	...	...	9	9	526	12,409	1,245	5
2,980	11,947	...	1	456	50,234	1,992	52,226	...	12,980	...	...	1,843	55	29	1,927	26,119	6,917	1,321	7
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	146	2,822	10,930	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	5	318	12,315	2,268	3
154	124	...	...	5	1,824	6	1,830	...	118	...	...	3	3	19	25	1629	25,481	204	5
142	137	...	1	5	11,846	...	11,846	7	135	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
474	474	...	2	...	5,043	157	5,200	16	458	...	...	...	...	...	...	...	...	...	
5,223	13,866	...	18	536	1,11,088	9,859	1,30,947	1,496	15,118	...	...	1,846	58	70	1,974	29,441	75,340	31,300	34

F Public Instruction in Mysore,
Nandidroog, 24th May 1871.

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STATISTICS OF INSTRUCTION.

C.

Scientific and Literary.

1. SCIENTIFIC AND LITERARY SOCIETIES.

Annual Return in the Province of Mysore for the year 1870—71.

Name.	Objects.	Income.				Members or Visitors.				Registered or not.	When established.	
		From Government.	Endowments.	Subscription.	Total.	Male.	Female.	Juvenile.	Total.			
Bangalore.												
Mysore Museum	To illustrate the products and resources of Mysore	3,592	...	...	3,592	104,541	57,594	...	162,135	...	1865	
Literary and Scientific Institute. ...	Moral and Intellectual Institute ...	600	...	720	1,320	65	...	...	65	...	1866	
St. John's Library for Pensioners. ...	To provide suitable books for pensioners and their families and others residing on St. John's Hill. To take in certain Newspapers and monthly Periodicals.	...	...	300	300	50	...	...	50	...	1854	
Hindu Literary Union	Mutual improvement of the members and of their fellow country men ...	...	...	185	185	14	...	...	14	...	1862	
Mahomedans' Library	To keep open to the public for the perusal of Arabic, Persian and Hindustani works of old and new, and to lend the same to the subscribers	...	...	27—13—0	27—13—0	32	...	20	52	...	1862	
Book Society	...	...	...	...	...	...	...	...	...	...	...	No Return.

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Annual Return in the Provin

NAME.	NUMBER OF NEWSPAPERS.						PERIODICALS.							
	Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.		Occasionally	
	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.
Mysore Government Press.	..	...	...	...	The Mysore Gazette in English and Kanarese.		...	...	...	...	...	...	...	..
Columbian Press ...	...	...	Bangalore Herald, Eng...		...	...	...	...	...	...	...	...	...	
Wesleyan Mission Press...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

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INSTRUCTION.

AND LITERARY.

PRESS.

of Mysore for the year 1870—71.

BOOKS PUBLISHED I

English.

Number of Books.	
Manual of Instructions for the guidance of Shánbhógs in the settled districts of Mysore, in English and Kanarese	1,
Manual of Sericulture in Mysore, in English	
Report of the Friend-in-need Society for the year 1869	
Annual Progress Report of D. P. W. in Mysore for 1869—70. ...	
Do in Coorg „ ...	
Do Accounts of Appropriation and Outlay on P. W. in Mysore.	
Do in Coorg „ ...	
Mysore Forest Administration Report for 1869—70	
Coorg Do „ „ „	
Annual Administration Report of Mysore for 1869—70	
Do „ Coorg „	
Papers on the Bangalore Water Supply Project	
Court Fees' Act, No. VII of 1870	
Annual Report on Public Instruction in Mysore for 1869—70 ...	
Do „ Coorg „ ...	
Land Acquisition Act, No. X of 1870	
ndian Coinage Act, No. XXIII of 1870	
atalogue of books in the Library of H. H. the Maháràja of Mysore. ..	
Manual of Cattle Disease	
Correspondence on the formation of village forests in Mysore ...	
mended Mysore Forest Rules	
Mysore Budget for 1871—72	
Do Plough Tax Budget for 1871—72	
eport on the process of tanning and currying leather	
irst Book	10,
econd Book	2,
rief Sketch History of India	5,
arger History of India (in part) finished	5,
bridged History of India (in part)	2,
anarese and English Dictionary (in part) finished	2,
anual of Coorg Law, English and Kanarese (in part)	
nnual Deptl. Report of the Mysore Province for 1869—70 (in part) ...	
hird Annual Report, Rifle Meeting—Bangalore	
omplete Spelling	3,
ishop Cotton's School Report	
antonment Orphanage Report	
angalore Tract Society Report	
Vesleyan Mission Report	
ondon Mission Report	
rayermeeting Hymns...	
astoral Letter	
chool Register	
One of the Lambs"	
rder for consecrating a Church	

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Sadar Véda Sabhá

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STATISTICS O

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Annual Return in the Provin

NAME.	Number of Newspapers. Daily. English.	Daily. Other Languages.	Bi or Tri-weekly. English.	Bi or Tri-weekly. Other Languages.	Weekly. English.	Weekly. Other Languages.	Periodicals. Monthly. English.	Monthly. Other Languages.	Quarterly. English.	Quarterly. Other Languages.	Yearly. English.	Yearly. Other Languages.	Occasionally. English.	Occasionally. Other Languages.
Mysore Gov lic Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ss ...	...	...	Bangalore Spectator.											
ss ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Siddhánta Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vilása Press,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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Wesleyan M bi Press ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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FFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NANDIDROOG, 24*th* *May* 1871

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NSTRUCTION.

ND LITERARY.

RESS. (*Continued.*)

f Mysore for the year 1870—71.

Books published in the year.		
English.		
Number of Books.	No. of Copies.	
An English Primer	1,000	Grammar in Telugu Catec A Latin and
... ...	...	13 Books
... ...	...	Hindu Famil Rules of the
... ...	...	4 Books
... ...	...	Standing Ord Talim Náma Mubadiúl Hi Inder Sabá Hindi Gulist Nairunga Ish Divána Lutf Khiratul Fu Adabunnisa Nazme Mak Hindustani T Tahriráte T Misbahul H Pahili Kitáb Ruhul Imán Hiratul Fik Khissai Dai Magz Máni
... ...	...	15 Books
... ...	...	No Return

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Statement shewing the Expenditure of Public Money during the year 1870—71, on Educational Buildings in the Province of Mysore.

Expenditure from Department Public Works Budget.	Amount.		
(*a.*) ***Repairs.***			
None from D. P. W. Budget... ...	...	...	...
(*b.*) ***Minor Works up to Rs.*** **2,500.**			
Enlargement of School-House at Hassan ...	1,003	0	0
(*c.*) ***Larger Works above Rs.*** **2,500.**			
Construction of new School-House at Srinivásapura	2,366	0	0
Nyámati	3,017	0	0
Yelahanka	2,765	0	0
Kolár	2,592	0	0
Total from D. P. W. Budget.........	11,743	0	0

Expenditure from Educational Budget.	Amount.		
(*d.*) ***Repairs.***			
Repairing 31 Schools, estimates varying from Rs. 9 to 600	4,053	8	0
(*e.*) ***Minor Works.***			
Enclosing 6 School compounds, estimates varying from Rs. 22 to 132 ...	500	0	0
(*f.*) ***Minor Grants-in-aid under Rs.*** **1,000.**	450	0	0
(*g.*) ***Larger Grants above Rs.*** **1,000.**			
None	...	...	...
Total from Educational Budget.........	5,003	8	0

J. GARRETT,

Director of Public Instruction,

Mysore and Coorg.

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